Quote the Source

In the text:
The Training Office of the National Network of Libraries of Medicine (2016) suggested that “for adult learners and online students, andragogy may provide a more suitable teaching model. And, with the increasing tendency toward online classes, students are increasingly self-directed” (para. 3).

OR

“For adult learners and online students, andragogy may provide a more suitable teaching model. And, with the increasing tendency toward online classes, students are increasingly self-directed” (NN/LM Training Office, 2016, para. 3).

Web Site Reference Entry

Use this format to cite information found on a web page.

Reference Entry


Another Example

Paraphrase the Source

In the text:

Knowles, Holton and Swanson (2012) argued that in the andragogical model, the instructor must first ready the student to learn, provide an appropriate learning environment, devise a strategy to plan together with the student, understand and note the learners’ needs, develop learning content necessary to meet those needs, outline learning activities and conduct these activities using suitable tools, and finally assess the completed process and reevaluate the learners’ needs (p. 114).

OR

In the andragogical model, the instructor must first prep the learners, provide an appropriate learning environment, devise a strategy for “mutual planning,” understand and note the learners’ needs, develop learning content necessary to meet those needs, outline learning activities and conduct these activities using suitable tools, and finally assess the completed process and reevaluate the learners’ needs (Knowles, Holton, & Swanson, 2012, p. 114).

Book Reference Entry

Print:


Online with DOI:


Online without DOI:

Summarize the Source

In the text:

According to Knowles, Holton, and Swanson (2012), the theory of andragogy employs a process model instead of the more traditional content model.

OR

The theory of andragogy employs a process model instead of the more traditional content model (Knowles, Holton, & Swanson, 2012).

Book Reference Entry

Print:


Online with DOI:


Online without DOI:

Summarize a Secondary Source

Use this format when the information you want to use is already cited. If the article you are reading says...

Knowles (1970) infused andragogy with much of his own meaning garnered from his already extensive experience in adult education. The defining attributes of his theory include: acknowledging that learners as self-directed and autonomous and that the teacher is a facilitator of learning rather than presenter of content. Knowles successfully tested and refined this theory and design on a broad spectrum in numerous settings: corporate, workplace, business, industry, health-care, government, higher education, professions, religious education, and elementary, secondary, and remedial education.

And it’s this article in this journal:


**In your text:**

In further developing the theory of andragogy, Knowles (as cited in Henschke, 2011) emphasized the concept of the professor as the guide facilitating student learning, rather than the lecturing sage on the stage.

**In your References:**

List Henschke, not Knowles, 1970.

**Journal Reference Entry**

**Online with DOI:**


**Online without DOI:**

THE ADULT LEARNER

The Definitive Classic in
Adult Education and
Human Resource Development

MALCOLM S. KNOWLES - ELWOOD F. HOLTON III
RICHARD A. SWANSON

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CHAPTER 6

An Andragogical Process Model for Learning

The andragogical model is a *process* model, in contrast to the *content* models employed by most traditional educators. The difference is this: in traditional education the teacher (*teacher* or trainer or curriculum committee) decides in advance what knowledge or skill needs to be transmitted, arranges this body of content into logical units, selects the most efficient means for transmitting this content (lectures, readings, laboratory exercises, films, tapes, etc.), and then develops a plan for presenting these content units in some sort of sequence. This is a content model (or design). The andragogical *instructor* (teacher, facilitator, consultant, change agent) prepares in advance a set of procedures for involving the learners and other relevant parties in a process involving these elements: (1) preparing the learner; (2) establishing a climate conducive to learning; (3) creating a mechanism for mutual planning; (4) diagnosing the needs for learning; (5) formulating program objectives (which is content) that will satisfy these needs; (6) designing a pattern of learning experiences; (7) conducting these learning experiences with suitable techniques and materials; and (8) evaluating the learning outcomes and rediagnosing learning needs. This is a *process* model. The difference is not that one deals with content and the other does not; the difference is that the content model is concerned with transmitting information and skills, whereas the process model is concerned with providing procedures and resources for helping learners acquire
information and skills. A comparison of these two models and their underlying assumptions is presented in Table 6-1 in which the content model is conceived as being pedagogical and the process model as being andragogical.

Table 6-1
Process Elements of Andragogy

<table>
<thead>
<tr>
<th>Element</th>
<th>Pedagogical Approach</th>
<th>Andragogical Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing Learners</td>
<td>Minimal</td>
<td>Provide information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare for participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help develop realistic expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin thinking about content</td>
</tr>
<tr>
<td>2. Climate</td>
<td>Authority-oriented</td>
<td>Relaxed, trusting</td>
</tr>
<tr>
<td></td>
<td>Formal</td>
<td>Mutually respectful</td>
</tr>
<tr>
<td></td>
<td>Competitive</td>
<td>Informal, warm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative, supportive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Openness and authenticity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanness</td>
</tr>
<tr>
<td>3. Planning</td>
<td>By teacher</td>
<td>Mechanism for mutual planning by learners and facilitator</td>
</tr>
<tr>
<td>4. Diagnosis of Needs</td>
<td>By teacher</td>
<td>By mutual assessment</td>
</tr>
<tr>
<td>5. Setting of Objectives</td>
<td>By teacher</td>
<td>By mutual negotiation</td>
</tr>
<tr>
<td>6. Designing Learning</td>
<td>Logic of subject matter</td>
<td>Sequenced by readiness</td>
</tr>
<tr>
<td>Plans</td>
<td>Content units</td>
<td>Problem units</td>
</tr>
<tr>
<td>7. Learning Activities</td>
<td>Transmittal techniques</td>
<td>Experiential techniques (inquiry)</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>By teacher</td>
<td>Mutual re-diagnosis of needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mutual measurement of program</td>
</tr>
</tbody>
</table>