

Theory evolution

Education



Theory Evolution Insert Insert Theory Evolution Some theories have undergone revolutions from the first time they got coined by their respective founding scholars. The adult learning theories also have undergone evolution, but up to the present time there is no single theory that has emerged to unite all the other theories of adult education. The adult education theory gets known as Andragogy, which originated in Europe, and got found by a scholar known as Malcolm Knowles, in the year 1957 (Loeng, 2010). Since then, some theories giving explanations on the same have evolved.

The major reasons for the emergence of the other theories were to increase knowledge on the field of adult learning (Knowles, 1984). They emerged with a goal of strengthening the already existing methods. The original ideas had some weaknesses in their area of scope, field of coverage and failed to pinpoint in some of the most sensitive aspects that indeed can improve the process of understanding the adult theory.

The alternative methods added some knowledge on adult learning, like, for example; they came up with other principles of adult education that got neglected by the original theories. These included the assumptions of self-concept, adult education experience, readiness to learn, orientation to learn and motivation to learn. These new assumptions that got added to the alternative theories brought an insight and knowledge on how to approach adult education (Jarvis & Jarvis, 2004).

The alternative methods contributed other principles of Andragogy. The new laws gave other means through which the process of adult learning can get well comprehended (Flannery, 1993). These methods have brought in some insights towards understanding of the adult education. Scholars have gotten <https://assignbuster.com/theory-evolution/>

in a position to get awareness on the flexibility and dynamism that Andragogy exhibits over time (Merriam, 2008). Andragogy has further gotten understood as a process that has extreme differences in pedagogy, due to the different assumptions and principles that are parallel to those of pedagogy.

References

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