

	LIBERAL ADULT EDUCATION (CLASSICAL, TRAD.)	BEHAVIORIST ADULT EDUCATION	PROGRESSIVE ADULT EDUCATION	HUMANISTIC ADULT EDUCATION	RADICAL ADULT EDUCATION (RECONSTRUC- TIONIST)
<b>PURPOSE</b>	To develop intellec- tual powers of the mind; to make a person literate in the broadest sense-intellectually, morally, spiritually, aesthetically	To bring about behaviour that will ensure survival of human species, societies, and individuals; to promote behav, change.	To transmit culture and societal struc- ture; to promote social change; to give learner prac- tical knowledge and problem-solving skills.	To enhance personal growth and development; to facilitate self- actualisation.	To bring about, through education, fundamental, social, political, and economic changes in society.
<b>LEARNER</b>	»Renaissance person«; cultured; always a learner; seeks knowledge rather than just information; conceptual, theoretical understanding.	Learner takes an active role in learning, practicing new behaviour, and receiving feedback; strong environ- mental influence.	Learner needs, interests, and experiences are key elements in learning; people have unlimited potential to be developed through education.	Learner is highly motivated and self- directed; assumes responsibility for learning.	Equality with teacher in learning process; personal autonomy; people create history and culture by combining reflection with action.
<b>TEACHER</b>	The »expert«; transmitter of knowledge; authoritative; clearly directs learning process.	Manager; controller; predicts and directs learning outcomes.	Organizer; guides learning through experiences that are educative; stimulates, insti- gates, and evaluates learning process.	Facilitator; helper; partner; promotes but does not direct learning.	Coordinator; suggests but does not determine direction for learning; equality between teacher and learner.
<b>METHODS</b>	Dialectic; lecture; study groups; contemplation; critical reading and discussion.	Programmed instruction; contract learning; computer- assisted instruction; practice & reinfor- cement.	Problem-solving; scientific method; activity method, experimental method; project method; inductive method.	Experiential group tasks; group discussion; team teaching; self- directed learning; individualized learning.	Dialog; problem- posing; maximum interaction; discussion groups.

# Philosophy For Adult Education

**Jerold W. Apps**



## **Philosophy For Adult Education:**

**Philosophical Foundations of Adult Education** John L. Elias, Sharan B. Merriam, 1980      **A Philosophy for Adult Education** Paul Emile Bergevin, 1967 Study of the need for a permanent form of adult education and further training as a means of developing and maintaining a responsible citizenry in the face of continuing technological change and social change includes chapters on teaching adults and learning processes in adults Bibliography pp 171 and 172      **Toward a Working Philosophy of Adult Education** Jerold W. Apps, 1973      **A Philosophy for Adult Education**, 1967      **Seeking Common Ground in Adult Education** Adult Education Association, Robertson Sillars, 1958      Identifying a Philosophy of Adult Education in Four Sample Populations Kendra A. Gago, 1985      *Selected Writings on Philosophy and Adult Education* Sharan B. Merriam, 1984      **Values, Education and the Adult (International Library of the Philosophy of Education Volume 16)** R.W.K. Paterson, 2010-02-25 In this study of the main conceptual and normative issues to which the education of the adult gives rise the author demonstrates that these issues can be understood and resolved only by coming to grips with some of the central and most contentious questions in epistemology philosophy of mind ethics and social philosophy A salient feature of the book is its searching examination of the different types of value judgement by which all educational discourse is permeated The analysis of the nature and justification of educational judgements forms the basis of an overall philosophy of adult education which should provide a much needed axiological framework for the guidance of practitioners in this growing area of educational concern      **Contemporary Philosophies of Adult Education** Barbara Ann Warren, 1991

**Using the Pragmatic Progressive Philosophy in Adult Education** Marsha L. Ellis, 2012 Using a pragmatic approach of progressive philosophy when educating adult learners utilizes the knowledge of history to connect reality with current experiences through facilitated learning The purpose of this paper is an attempt to show how adult education that uses a pragmatic progressive philosophy encompasses adult experiences relationships impacts behavior humanistic and radical approaches that create ways of developing and empowering adult learning in and outside of the classroom environment The philosophical basis of progressivism is pragmatism a distinctively American philosophy that goes back to the 1870s Dewey described the inductive scientific method in his classic *How We Think* 1910 Pragmatism accepts both the relativism and pluralism of worldviews This attitude is most in keeping with nature of human beings and the evolving world Elias Merriam 2005      **A Statement of Philosophy of Adult Education for Practicing Adult Educators** Wanda C. Raley, University of Alabama. Graduate School. Area of Administration and Higher Education, 1983      Philosophy And Practice Of Organizational Learning, Performance And Change Jerry W Gilley, Peter Dean, Laura Bierema, 2008-11-06 In this book the authors integrate the three dominant approaches to organizational development learning performance and change to create a dynamic lens through which to analyze any HRD program or initiative      World Association: Seventh Annual Report, a Philosophy of Adult Education, the People's Universities in Vienna, Etc World Association for Adult Education, 1926      **A Philosophy of Adult**

**Education in the Church** Kun Myung Lee,1983      *Philosophy of Lifelong Education* Kenneth Wain,2016-10-04 This book first published in 1987 provides a rigorous philosophical analysis of lifelong education The author presents his arguments simply and directly so that the book is accessible to students who are new to philosophy and adult education      *Humanism as a Philosophy of Adult Education* Mohamed El-Masry Ali,1982      **Foundations of Adult Education in Africa** Fredrick Nafukho,Fredrick Muyia Nafukho,Maurice Nyamanga Amutabi,Ruth Nabwala Otunga,2005 This book presents key concepts information and principles that should underlie the practice of adult education in African contexts It assumes that adult educators should have a historical perspective on the current educational context understand how the colonial experience has impacted on indigenous traditions and be aware of the philosophical underpinnings of adult education activities The chapters introduce the foundations and history of adult education in Africa philosophy and adult education socio cultural political and economic environments opportunities and access for adult learners gender and development in adult education adult education as a developing profession information and communication technology globalization and adult education and policies and structures of lifelong learning      Advanced Web-Based Training Strategies Margaret Driscoll,Saul Carliner,2005-03-11 Advanced Web Based Training Strategies fills the gap in the literature available on this topic by offering a volume that includes meaningful applicable and proven strategies that can take the experienced instructional designer to the next level of web based training Written by Margaret Driscoll and Saul Carliner internationally acclaimed experts on e learning and information design Advanced Web Based Training Strategies provides instructional designers e learning developers technical communicators students and others with strategies for addressing common challenges that arise when designing e learning Balancing educational theory with the practical realities of implementation Driscoll and Carliner outline the benefits and limitations of each strategy discuss the issues surrounding the implementation of these strategies and illustrate each strategy with short scenarios drawn from real world online learning programs representing a wide variety of fields including technology financial services health care and government      **Revitalizing Nigerian Education in Digital Age** Soji Oni,2012-10-11 Revitalizing Nigerian Education in Digital Age What most of the papers in this book have in common is the concern for the revitalization of Nigerian education in the digital age through ICT and other modern methods of making education functional and effective in the new modernity While some of the chapters deal with conceptual issues others consider the various role of education in this digital age and how Nigeria can be relevant Most of the chapters present well researched detailed and informative papers on how to reposition Nigerian education in the digital age Specifically the role of education in bringing Nigerias new world about are discussed in simple language and then taken up in different forms all through the book Since Nigeria has to act fast and decisively to be on the same development and education wavelength as the other members of todays global family serious actions are being suggested in this book Revitalizing Nigerian Education in Digital Age simply means taking the above desiderata seriously Nigeria has a daunting task here in view of the heavy

education burden This is the message that this book puts across  
Sylvain Maestri, 1986

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