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Exploring Congruency between John A. Henschke's Practice and Scholarship

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Exploring Congruency between John A. Henschke's Practice and Scholarship

by Lori Risley

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

Exploring Congruency between John A. Henschke's Practice and Scholarship

by

Lori Risley

This dissertation has been approved in partial fulfillment of the requirements for the

degree of

Doctor of Education

at Lindenwood University by the School of Education

Dr. Beth Kania-Gosche, Dissertation Chair   Date: 10-19-12

Dr. Sue McKee, Committee Member   Date: 10/19/12

Barbara Wiseheart, J. D., M. Ed., Committee Member   Date: 10/19/12

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon

my own scholarly work here at Lindenwood University and that I have not submitted it

for any other college or university course or degree here or elsewhere.

Full Legal Name: Loretta Marie Risley

Signature: _Loretta Marie Risley_ Date: _10-19-12_

Acknowledgements

The endless encouragement and support of colleagues, friends, and family have made this research possible.

I would like to express my endless gratitude to Dr. John A. Henschke for opening the door to his life's work. Thank you for having the courage to allow me to explore your practice, scholarship, and anything else I found of interest and for consenting to be my "primary resource" thus, removing yourself from my committee. Without your trust, this study would not have been possible.

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other things, thank you. You have made it possible to turn my dream into a reality. Duane and Ris, I love you both.

To other family members and friends – wow, what a ride, I know you have all heard me say more often then I care to remember, "I can't, I have to write" or have listened to me ramble on about this research. Thank you for putting up with me.

Finally, a special thank you to Dr. Susan Isenberg, for understanding; and Carol Henschke and Deanna Beckmann for sharing.

You have all helped make my research efforts successful.

Abstract

The study aimed to explore how John A. Henschke's practice mirrors the andragogical theory espoused in his scholarship. This study offered interpretations held by three groups of individuals: colleagues, students, and John, utilizing 10 data sets. Data sets include: a) Focus group-current students, b) Modified Instructors Perspectives Inventory for Students pre/ post course surveys, c) Section of the Instructors Perspectives Inventory, d) Course evaluations, e) Video recordings of John facilitating , f) Interviews; colleagues, students, and John, g) Observations, and h) Selection of scholarship.

Each contained interpretations and perceptions that, when held up to the mirror of John's scholarship, reflected an image of John addressing the research question, "How does John A. Henschke's practice mirror the andragogical theory espoused in his scholarship?"

This study utilized a version of an instrument developed by John, the Instructional Perspectives Inventory (IPI), which was modified for student use. If learners and John did not have congruent perceptions of John's practice as evaluated by an instrument that John himself developed, then not only would the instrument be in question, but so would John's practice. The IPI identified seven characteristics of the adult educator; this study used these characteristics as pre-determined themes. The study identified three additional themes for a total of 10 themes. This study placed emphasis on teacher trust of learners.

This research produced an instrument as a complement to the MIPI-S, the Visible Elements of Trust Inventory (VETI), which demonstrates the behavioral embodiment of the beliefs and feelings of teacher trust of learners. The VETI was used to evaluate video recordings of John facilitating adult education. The findings of this study are situated, as a mirror. The image reflected of John's practice and scholarship was congruent.

This study originated from the perceived need for evidence of congruency between practice and scholarship in adult education, as well as visual documentation of andragogy in the adult classroom. John is not the topic of this study, he is the subject; the topic is congruency between practice and theory. This study could and should be conducted with all practitioners and leaders in disciplines valuing credibility and authenticity.

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Researcher's Voice

"Meaning does not reside in a text but in the writing and reading of it. As the text is reread in different contexts it is given new meanings, often contradictory and always socially embedded" (Hodder, 1994, p. 394). I take full and sole responsibility for the content and context of everything in this study not attributed to another source. Other than as a primary source, John A. Henschke's only involvement was as a consultant. He consulted on the modifications of the instrument and the design of the new inventory developed during this research. Henschke did not read this research until after publication.

> In a qualitative study, the investigator is the primary instrument for the gathering and analyzing [of] data and, as such can respond to the situation by maximizing opportunities for collecting and producing meaningful information. Conversely, the investigator as human instrument is limited by being human – that is, mistakes are made, opportunities are missed, personal biases interfere. (Merriam, 2001, p. 20)

I am only human; however, I have attempted to disclose interests, positions, biases, and assumptions that affect the design, conduct, and results of this study.

Chapter One: Introduction

Leaders are vital to the development and continuation of any discipline or field of social practice. Of course, other crucial components exist as well, such as market conditions, societal needs, and the effectiveness of the response to those needs. However, the focus of this study is a scholar and leader in one such field of social practice, that of adult education; his name is John A. Henschke. The specific aim of this study is to explore the congruency between Henschke's practice and scholarship. The aim is not to study other components in adult education. Presently, only eight other doctoral dissertations of a similar nature within the field of adult education exist. The first eight dissertations focused on Malcolm S. Knowles, known as the "father of American andragogy" as the title of Cooke's (1994) dissertation indicates interestingly enough, Henschke was the first person to undertake and complete a doctoral dissertation study on Knowles.

To date, there are no studies providing visual evidence of what congruency between practice and scholarship "look like" in the adult education classroom, nor does any visual documentation exist of the use of andragogy in the adult education classroom. This study is the first to provide visual evidence of the principles of andragogy in action through over 28 hours of video recording during one of Henschke's spring 2012 courses. In addition, this study presents the experience of students in this course.

During the early part of the 20th century, Dewey (1938) asserted that education, experience, and life should be intertwined – that to study education is to study experience, and to study experience is to study education. In the middle of the 20th century, Beach (1969) claimed that educational researchers were neglecting the study of adult education and adult educators. Now, in the second decade of the 21st century, Beach's concerns are as valid as they were over

40 years ago. Only limited literature is available on the lives and practice of adult educators.

The available literature includes autobiographies, a video collection of interviews with leaders in

adult education, and eight dissertations. All eight dissertations focus on the same adult educator,

Knowles. Dissertations on Knowles span almost 40 years, the first completed in 1973 by

Henschke and the most recent completed in 2009 by Henry. Knowles (1973/1990) was

fundamental in popularizing the American version of andragogy, the art and science of helping

adults learn (p. 54). However, well-researched Knowles' life and work has been within the field

of adult education, the fact remains that research on other adult educators' lives and work is

missing.

Though scholars have studied many areas of adult education since Beach's 1969 call to

action, they mostly have neglected the lives and work of leading adult educators. Like

extraordinary leaders in other disciplines, such as physics (Albert Einstein), political science

(Franklin Delano Roosevelt), literature (Mark Twain), and technology (Steve Jobs), adult

education may learn from the study of its extraordinary leaders. In each case, these famous

figures embodied their life's work because their persona was consistent with their great

contributions to their fields. They modeled what they taught and did what they said they would

do, characteristics considered by some to represent credibility and authenticity (Kouzes &

Posner, 1993).

Henschke is a national and international leader in andragogy, bringing credibility to the

field of adult education during his 43 years of experience and research into his practice (see

Appendix A). Henschke (1989) proposed, "Andragogy is more than mere method; it is an

attitude of mind and heart, and it becomes a transforming power and positive influence in

modeling the preparation of adult educators" (p. 12). Modeling and authenticity can be

interpreted as important aspects of leadership, no matter what the field (Young, 2008; McLagan & Nel, 1997). Kouzes and Posner (1993) asserted, "creditability is mostly about consistency between words and deeds. People listen to the words and look at the deeds. Then they measure the congruence" (p. 47). Henschke (1989) himself asserted, "As adult educators, we are models. Students learn more from our actions than our words. "They want to see if our actions match our words" (p. 12). This study's purpose was just that: to compare Henschke's classroom practice with his published writings. This matching of actions and words represents the theory–practice connection. An exploration of Henschke's practice and scholarship could offer potent examples of andragogy in practice.

In order to truly understand a person, one must know that person. Knowing transcends discoverable facts; thus, to understand a person, one must look beyond facts. There is a woeful lack of knowledge about educators in general, but particularly about adult educators and their contributions to the field of adult education. Adult educators impart their philosophies, theories, and research to inquiring minds in the field and therefore can influence the views that society holds as truths. In order to "know" John A. Henschke, I have undertaken an exploration of his practice and scholarship to evaluate the congruency between the two.

Research Question

The research presented in this study will focus on Henschke's professional life experiences regarding adult education. The research question is:

How does John A. Henschke's practice mirror the andragogical theory espoused in his scholarship?

One of the key components of Henschke's scholarship is the Building Blocks in Adult Learning; this scholarship led to the development of the IPI. In his 1989 instrument, the IPI,

Henschke identified seven characteristics essential to effective practice in the field of adult

education. These characteristics provide structure for this study. This instrument was used in 14

doctoral dissertations and was quantitatively validated in three of those studies (Stanton, 2005;

Moehl, 2011; Vatcharasirisook, 2011). When referencing them, I will use the terms *factor* and

characteristic interchangeably, reflecting Henschke's own use of the term *factor*. Factor is a

quantitative term often used in instrument development. This study refers to them in a broader

sense, not just in terms of the "factor loading" that a quantitative analysis reveals. The seven

characteristics are as follows:

1. Planning and Delivery of Instruction

2. Learner-Centered Learning Processes (experience-based learning techniques)

3. Teacher-Centered Learning Process **(P)**

4. Teacher Empathy with Learners

5. Teacher Insensitivity Towards Learners **(P)**

6. Accommodating Learner Uniqueness

7. Teacher Trust of Learners

This research particularly will emphasize the final factor in this list, Teacher Trust of Learners.

Henschke designed the IPI to identify educators' beliefs, which he views as guides to

professional practice. When taken as a whole, these seven factors, five of which are

andragogical and two of which are pedagogical (denoted by a **P** in parentheses in the previous

list), help determine adult educators' educational orientation. I chose this instrument to structure

this study because Henschke developed and continues to espouse the instrument and the

principles identified in it. "Congruence of theory and practice need to be like two geometric

figures exactly superimposed on one another" (Henschke, 1998, p. 12). Therefore, if he is not

congruent with factors he himself identified as necessary to practice in the field of adult

education, then congruency does not exist between his practice and scholarship.

Purpose of the Study

Henschke has helped to shape the field of adult education, and yet this very field

understands little about who he is as an individual or if congruency exists between his practice

and scholarship. The research presented here paints a picture to compare the practice and

scholarship of Henschke, an individual adult educator and professor of andragogy, through

perceptions held not only by Henschke himself, but by me and others around him. These

perceptions then are supported by qualitative data including videos of his classes.

I examined Henschke's educational practices and select life experiences in this

qualitative, single-subject, contemporary historical narrative inquiry study (which, for ease of

future reading, I will refer to as a narrative inquiry). This research explored the students' and

colleagues' perceptions of congruency between his practice and scholarship; a selection of his

professional life experiences; and whether or not he embodies the beliefs, feelings, and behaviors

identified in the instrument he developed in 1989, referred to as the Instructor's Perspectives

Inventory (IPI).

Significance of the Study

Maxwell (2005) asserted that "In a qualitative study, you are interested not only in the

physical events and behavior that is taking place, but also in how the participants in your study

make sense of this and how their understandings influence their behavior" (p. 17). Subscribing

to this assertion, Henschke's understanding of his practice and scholarship and the influence each

has on the other is vital to this study. However, the methods I employed in this study could be

replicated with any educator, and in fact many action research studies encourage instructors to

take a similar, reflective approach to their own practice. McNiff and Whitehead (2010) saw the process of action research as a "cycle of action-reflection" (p. 95) where the researcher/practitioner reflects on the action, then acts again in a new way based on their findings. My hope is that readers, other educators, will reflect on their individual practice, determine their own level of congruency, and make changes as necessary.

Henschke is not only a leading scholar of andragogy research in the United States; he also works with the international community to promote and develop adult education programs. The study of his practice viewed through the beliefs, feelings, and behaviors that he promotes as necessary for adult educators to embody in order to practice successfully is a necessary step. Henschke himself commented that he had considered modifying the IPI and asking the students in his courses to evaluate him using the modified version; however, he admitted that he never did due to the fact that he was not sure he wanted to face the results or what those results would mean to his practice. This study presents the results to the question Henschke did not ask.

Historical contemporary research, in this case through narrative inquiry in andragogy, is significant because it provides perspective on current issues in adult education. In this study, contemporary history took the form of eyewitness accounts of observed events and behaviors. In this way, as Schlesinger (1971) said, the "present" becomes the "past" quicker than ever before (p. 343). In today's world of instant access and instant knowledge, the Internet makes the present the past before some participants are even aware of the importance of the event. With time marching on in this technological age, the fear of dehumanization and loss of personal identity can be counterbalanced by the eyewitness report. This type of research quiets the concern of dehumanization by studying the very nature of a human being, while seeking the truth of his practice. Interest in the truth is significant reason in itself for pursuit of this research

(Cook, 1975). Reopening a door to an under-researched, yet highly researchable subject, that of the adult educator, is significant reason for this study.

Rationale of the Study

Through continued research in the field, many areas of adult education are better understood today than in 1969 when Beach expressed concern that educational researchers were neglecting the study of adult education (Beach, 1969). Beach felt that the opportunity was ripe for the study of adult education, and the field heard the call. At the 1974 Adult Education Research Conference in Chicago, Henschke asserted the need for research on other adult educators, going so far as to provide suggestions of contemporary leaders within the field at that time. He felt that the field of adult education would benefit from research into their lives and practice. Despite Henschke's call to action, a lack of research on the lives of leading adult educators persists.

Cross (1998) asserted that there is an "urgent need for research on teaching and learning in the disciplines and that faculty engaging in classroom research have much to contribute to our growing knowledge about human learning" (p. 8). This research addresses this concern.

Table 1 outlines Henschke's professional accomplishments and experiences in the field, which represent only a few of the reasons why the body of knowledge in the field of adult education will grow and benefit through the study of this particular leader. Details about these professional accomplishments, such as names and dates, are available in Henschke's curriculum vitae in Appendix A.

Table 1

Henschke's Accomplishments and Experiences

Professional Accomplishments Categories	Tally
Professionally involved in Adult Education	43 years
Worked with Adult Education leaders in other countries	17 countries
Facilitates learning with students from foreign countries	85 countries
Doctoral dissertation committee chair	43
Dissertation committee member	44
Dissertations using IPI	16
Published articles and book chapters	136
Conference presentations and papers	345
Professional organization memberships	11
Distinguished award recipient	22 awards
International Adult & Continuing Education Hall of Fame board of directors member	2 terms
Keynote speaker	5 conferences
Affiliated with other US universities through course development	4
International university affiliation through course development	3
Official U.S. delegate to the World Conference in Adult Education (UNESCO) CONFINTEA VI, (world conference meets every 12 years)	1
Invited observer to UNESCO CONFINTEA V, when the U.S. did not have a participating delegation	1
Initiated nation building through andragogy	2 countries

In addition to the accomplishments listed above Henschke's contributions to the field include his involvement in the initiation and implementation of the 1st International Hall of Fame induction ceremony outside the U.S. which was located in Bamberg Germany. The personal request from the family of Malcolm S. Knowles, the father of Andragogy in the USA, to develop and deliver Knowles's professional eulogy is an invitation worthy of consideration as a contribution to the field.

This exploration into the practice of a leading scholar in the field of adult education provides information about the field that, to date, has been limited to Knowles. Cook (1975) noted that the knowledge industry, the field of education, has been described as the "growth industry" of the future. He further asserted that a knowledge industry requires research activities, and research is fundamentally a process whereby knowledge is generated (Cook, 1975). Unfortunately, there remains a woeful lack of knowledge regarding how adult educators shape the field of education. Henschke has had both the opportunity and has taken the responsibility to influence not only his individual society but international society as well, yet the field of education in which he participates has no evidence of congruency between his practice and scholarship or what influences his practice.

The answer to the question "Why study John A. Henschke?" is as simple and complex as the man himself. Without studying Henschke's own history and practice, one cannot determine if his lived approach to learning mirrors his facilitation of learning, or if his practice mirrors his espoused educational philosophy.

Definition of Terms

Andragogy – "the art and science of helping adults learn" (Knowles, 1980, p. 43).

Andragogue – person who enacts the art and science of helping adults learn.

Behaviorism – "focuses on the measureable, overt activity, behavioral objectives that specify the behavior to be exhibited by (learners) after some intervention" (Merriam, Caffarella, & Baumgartner, 2007, p. 280).

Humanistic – "the focus is on the individual and self-development, with (learners) expected to assume primary responsibility for their (learning) outcome" (Merriam et al., 2007, p. 284).

Learning Contract – "provide a means for negotiating reconciliation between external [learning] needs and expectations and the learner's internal needs and interests." (Knowles, 1973/1990, p. 211)

Living Lecture – "[And] improvement on the lecture, by adding numerous techniques with it [the lecture] to engage the learners more actively in the learning process, supporting it with the theories of large group meetings and andragogy" (Henschke, 2011a, p. 153).

Modeling – "providing an example worthy of imitation, for educators, it means exemplifying the lessons being taught" (Henschke, 1989, p. 11).

Delimitations and Limitations

Providing a clear delineation of boundaries, delimitations, and limitations assists the researcher, and therefore the reader, in determining both the focus and parameters of the study (Creswell, 1998; Merriam, 2001). With that in mind, this section details the parameters of this study.

Delimitations

I chose to narrow this study by confining it to one leader in the field of adult education, John A. Henschke. Another confining aspect was that this study only addressed the adult education portion of Henschke's professional life. While the focus of the study was to explore congruency between Henschke's practice and scholarship, the study did not examine the 40+ year breadth of Henschke's practice. The time boundaries of this study include: (a) utilization of course evaluations only from Henschke's time at Lindenwood University, which was August 2009 to May 2012; (b) the selection of scholarship analyzed for this study is from 1973 to June of 2012; and (c) the video recordings conducted for this study were from January 2012 to May 2012.

Limitations

All research faces limitations. Heron (1981) posed, "Where the human condition is concerned it is better to be vaguely right than precisely wrong, better to own a fruitful confusion than mask it with irrelevant precision" (p. 165). During my experience working with stories, both written and oral, I was confronted with research limitations. Conle (2000) referred to the often ambiguous state of the narrative inquiry researcher as, "open-ended, but the outcome is not arbitrarily decided by me. Neither, though, is there one truth that I simply have to find and tell about. There is no past that, if discovered, completely determines the results of the inquiry" (p. 192).

Recognizing these challenges, there are limiting factors in this study. One of the limiting factors is my position as Henschke's graduate assistant. As a registered nurse, nurse educator, and researcher, I believe in a continuous cycle of assessing, diagnosing, planning, implementing, and evaluating. I adhered to this process during this study. Adhering to the code of ethics (the

philosophical ideals of right and wrong that define the principles used) that I accepted the day I began my nursing studies, and I continue to promote and encourage in my practice as an adult educator, I maintained professional boundaries, yet established relationships (necessary for researchers and nurses). Utilizing Merriam's (2001) assertion that qualitative studies "usually involves fieldwork" (p. 7) the unlimited access my position as Henschke's doctoral assistant provided the opportune climate for data collection. Thus, my position allowed for emersion into the phenomenon.

Henschke works as an Associate Professor in the School of Education at Lindenwood University where this study was conducted could be considered a limitation to this study. To address this limitation Henschke had no access to the research. His only role in the process was that of primary source. The study used a purposefully selected sample with the goal of the interviews to gather stories about perceptions of Henschke's practice rather than verifying events. All participants had experienced current or past interactions with Henschke, thus constituting a relationship with him. Additionally, all participants were aware of my relationship with Henschke and thus may not have wanted to confide anything that they did not want Henschke to hear, despite assurances of confidentiality.

Kramp (2004) posed,

> Each story has a point of view that will differ, depending on who is telling the
> story, who is being told, as well as when and where the story is told.
> Consequently, verisimilitude-the appearance or likelihood that something is or
> could be true or real-is a more appropriate criterion for narrative knowing than
> verification or proof of truth. (p. 108)

This study presents various stories from participants regarding their perception of Henschke; this study is a story itself, and thus each reader will have their own view of this study. The unique development and presentation of the exploration of congruency between Henschke's practice and scholarship is informed by narratives. "Story…is an ancient and altogether human method. The human being alone among the creatures on the earth is a storytelling animal: sees the present rising out of the past, heading into the future; perceives reality in narrative form" (Novak, 1975, p. 1). While other methods may provide results the use of narrative is appropriate for this study simply because John is human and all the data collected comes from human sources.

Conclusion

Leaders are vital to any discipline or field of social practice, and modeling, credibility, and authenticity are important aspects of leadership. Considered a leader in the field of adult education, John A. Henschke's scholarship asserts that theory and practice must be congruent. This chapter provided information on the research question, the rationale for the study and the significance of the study to the growing body of knowledge in the field of adult education. The next chapter provides useful background information on the study participants and the espoused theory of andragogy, concluding summaries of eight similar studies.

Chapter Two: Background

This chapter is not the traditional literature review that appears in the second chapter of many dissertations. Previous research has not been undertaken on the subject of this study; thus, there is no research to review. Instead, this chapter introduces primary study participants and the espoused theory of andragogy, concluding with summaries of eight similar studies. This chapter provides a background to help the reader understand the value and necessity of this research, not only for the field of adult education, but for me, the researcher. A living literature review in the form of interviews with Henschke is provided in Chapter 4.

This chapter is organized into three sections, each of which provides a snapshot of key information. The sections include (a) an introduction to the primary participants in this study, John A. Henschke, and myself, Lori Risley; (b) the background of andragogy; and (d) summaries of similar dissertations.

Primary Participants

To help clarify the value and evolution of this study, I would like to introduce the primary participants in this research, John A. Henschke and myself – Lori Risley. Henschke's life and practice in andragogy is the primary research subject; however, my exploration into his life and practice places me into the fabric of his life in andragogy. Clandinin and Connelly (1989) said,

> When one engages in narrative inquiry the process becomes complex for, as researchers, we become part of the process. Our narratives are lived, told and retold in the research process. Thus, the two narratives of participant and researcher become, in part, a shared narrative construction and reconstruction through the inquiry. (p. 13)

Therefore, as the researcher in a qualitative study using narrative inquiry or story as the research methodology, I am a participant in the research.

During this study, I worked with Henschke on a daily basis as his graduate assistant. I began this position in August 2011 after gaining Henschke's permission to explore his practice as dissertation research. This type and consistency of professional interaction with Henschke allowed me to view him in all lights, enabling me to interpret and thus reveal his practice through the mirror of his scholarship. A revealing moment that perhaps perfectly exemplifies *who* John A. Henschke is occurred when I asked him how he would like to be addressed in this study and on a daily basis by peers and students. He replied, "My name is John;" henceforth, John A. Henschke will be referred to as John in this study.

John A. Henschke

As an introduction to the subject of this study, the following is a brief outline of John A. Henschke's biographical and professional data. John was born on May 12, 1932, in Bar Harbor, Michigan. He lived with his parents in a small rural community where he went to church and attended both junior high and high school. As a young man, John worked at a bank in a different community away from his family; he attributes his development of independence partially to this experience. John is a self-described devout Christian who credits the Lord with giving him two life "callings"; the first was into Christian ministry in 1949, where he spent nine years in university and seminary before being ordained as a minister. John first attended Northwestern College in Minneapolis from 1951-1953, then Bob Jones University in Greenville, South Carolina, where he received a B.A. in English, Biblical Studies, and Music -- Instrumental and Vocal. In 1955, John moved to Chicago, where he attended Northern Baptist Theological Seminary and again worked in a bank. John met his wife, Carol, while in seminary and married

her in June 1958. They have three daughters, Connie, Deanna, and Wendy, and 15

grandchildren. John has served as a minister/pastor at his local Baptist and Disciples of Christ

Church for 30 years, either full or part time. John A. and Carol Henschke and all of their

children and grandchildren live within a 65 mile radius of the St. Louis, Missouri area, although

some of the grandchildren attend universities elsewhere.

According to John, he received his second "calling" in 1967, which brought him into the

field of adult education. He spent six years completing his Doctor of Education degree at Boston

University, where he studied with Malcolm S. Knowles. During that time, Knowles introduced

John to and immersed him in the study of andragogy. While completing his doctoral research

dissertation, John worked with the Institute for Advanced Pastoral Studies in Bloomfield Hills,

Michigan. In 1970, before the formal completion of his doctoral education, he accepted a

position with University Outreach and Extension in the University of Missouri System; John's

first position held in adult education was as a continuing education specialist. During his time in

that position, which represented the beginning of a relationship with the University of Missouri

system that would last until 2009, he completed his doctoral dissertation, on Knowles.

In 1983, John was offered a faculty position at the University of Missouri-St. Louis

(UMSL). He described this position as being "on loan" from the Outreach and Extension

department. The position essentially established John as adjunct faculty for the school of

education while allowing him to retain his status in the Outreach and Extension department. The

years he spent at UMSL provided opportunities to hold leadership positions, including as the

Department Chair of Educational Studies. During his time at UMSL, John's contributions

included chairing 43 dissertation committees, more than any other full or adjunct faculty member

in the School of Education. In his long career, John has worked with students from 85 different

countries, as well as leaders in 17 different countries to develop and implement adult learning experiences.

John retired from the University of Missouri-St. Louis (UMSL) in early 2009. He then was approached by one of his previous students, who had since become a Lindenwood University faculty member, to join the faculty of Lindenwood University, to which he replied, "I haven't had a better offer all day". He currently serves as the Chair of the Andragogy - Doctoral Emphasis Specialty Program. John continues the work he originally began while at UMSL, including pursuing international endeavors and supporting learners by serving on dissertation committees. He currently is working with leaders in Mali, West Africa helping the community leaders to learn how to provide essential for the communities such as clean drinking/crop wells, solar cookers, dedicated sanitary birthing rooms, and connections for students to study abroad at Lindenwood University in the U.S.; he last visited in May-June 2011.

Another ongoing relationship is with Thailand, where his contribution is centered at Chulalongkorn University in Bangkok. He has been participating in the development of a lifelong learner center and the promotion of learning societies. He acted as a committee member on Suwithida Charungkaittikul dissertation completed at Chulalongkorn University in Bangkok on The Scenario of a Learning Society Model Towards a Positive Paradigm Shift for Communities (Charungkaittikul, 2011).   John's collaboration continued as a co-author for The Scenario of a Learning Society Model toward Promoting a Positive Paradigm Shift for Communities (Charungkaittikul & Henschke, 2011) presented at the 30th Annual Midwest Research-to-Practice Conference held in St. Charles Missouri, in September 2011.

Much of the information provided in this section also appears in John's vitae, which is available in Appendix A of this dissertation. What John's vitae does not include is what his life

experiences mean to him, how they have shaped him as a professional, and the influence they have on him and others. Such details are infused throughout the remainder of this dissertation.

Lori Risley

In January of 2010, I walked into the office of John A. Henschke expecting a 30-40 minute meeting to discuss a new doctoral program offered at Lindenwood University in St. Charles, Missouri. I was so excited to be meeting the man who many of my Masters in the Science of Nursing professors respected and admired. In the Master's degree program that I was completing at the time, I was enrolled in the Nursing Education concentration and introduced to andragogy, popularized in America by Knowles, who Henschke studied under at Boston University. Before embarking upon my master's studies, I had not had a name for my personal learning philosophy – andragogy. Excitedly walking to Henschke's office, I remember thinking, *I get to meet the person who completed the first doctoral dissertation on Malcolm S. Knowles, the father of andragogy*. At the time of that first meeting, I was enrolled in Masters' coursework full time. The previous year (January 2009), I had resigned from a full-time position in a local hospital operating room as a circulating R. N. in order to work as an adjunct nursing instructor.

When I started my nursing education, the plan was an Associate of Science in Nursing (ASN), and that was all; however, I found I loved to learn. I started my course work for my Bachelor of Science in Nursing (BSN) while completing the ASN program. I worked full time at a local hospital while completing full time course work in the BSN program. I then started my Masters of Nursing (MSN) nursing education emphasis coursework immediately after my BSN was completed. I do not think there was a particular prompt that led me to nursing education; I think it was just a natural fit for me. I love helping others learn.

The decision to resign from the hospital to concentrate on my education and immerse myself in the arena of academic nursing was not easy. However, I felt that I could make a larger contribution to the community by helping future nurses obtain the most benefit from their educational experiences.

That decision was followed by an internal struggle regarding whether to continue my studies down the path of nursing or adult education. I had investigated and interviewed faculty in other doctoral degree programs, both in nursing and education. I even had a conversation with an Associate Dean of a local nursing program who asked me if I thought it was "wise for my career to consider a degree outside of nursing." However, I was still undecided. I remember wondering if this interview with Henschke was the one that would shape my future.

Everyone I knew who had had the opportunity to study with Henschke during their doctoral studies recalled a learner-centered man who cared about helping the learner reach individual educational goals. I wanted to help my students in this way. However, the skeptic in me was not ready to believe that anyone who had been in the field of education for as long as Henschke really cared that much about the learner as an individual. After all, I am a nurse, and I know about "burnout."

As a nursing student, I had the impression that the nursing faculty left the hospital setting to teach because they were "burned out" or "tired" of hospital nursing. I felt that they cared more about the National Examination for Nursing Licensure (NCLEX) pass rate than they did about whether I internalized the information; this impression continued after I became an adjunct nursing faculty member. While sitting at the lunch table, the discussion too often revolved around why the students were having such a hard time understanding the material and passing the course test. However, when the discussion turned to teaching techniques, the statement "it

was good enough for me so it's good enough for them" was verbalized often. These statements

by no means should be taken as the impression I received from the entire faculty. I had the

opportunity to work with individuals who truly desired a lifelong learning outcome.

Interestingly, the impression that lifelong learning was the goal usually came from individuals

with a background in adult education. However, none of the faculty with or without an adult

education background had been practicing for the length of time Henschke had practiced. My

only experience with individuals having a similar length of work experience was within the

hospital setting, and those nurses projected an "I'm tired and I don't care any longer" attitude.

     While heading to my interview with Henschke, I reviewed multiple recent conversations.

My Associate Dean had told me that Henschke had chaired her dissertation committee,

mentioning what a shame it was that I would not get to study with him due to his retirement from

UMSL. My mentor had informed me that she had studied with Henschke in multiple classes and

that he had served on her dissertation committee. She had encountered a wonderful learning

experience in his courses and during her dissertation research, and she felt it was sad that I would

not have the opportunity to study with him. Another colleague had noted what a wonderful and

supportive person he was to her at a very stressful time in her life while she was juggling work,

family, and a dissertation in process. I had collected all of these wonderful stories of experiences

with a professor whose underlying purpose was the experience of the learner. I respected these

professors and believed my learning was of interest to them, yet they all thought that Henschke

was the person who would have helped me see a new world with regard to education when they

had only brushed the surface.

     Everyone I knew who had any association or experience with Henschke was sad to hear

of his retirement in the spring of 2009 from UMSL after 39 years of service within the

continuing and adult education programs offered there. Then, one day in early Fall 2009, a

colleague came to tell me that Dr. Henschke had come out of retirement to work at Lindenwood

University on the development of a doctoral degree program specialty in andragogy.   She all but

demanded I meet him. So, on a January morning, armed with my portfolio, a list of questions

regarding the doctoral program, plans for its future, and requirements for acceptance, my current

research proposal entitled "Stressors and Coping Strategies of Accelerated Baccalaureate Student

Nurses,", I went to meet Henschke. While parking, I remember asking myself, *Could this one*

person really be as dynamic as I was led to believe? Two and a half hours later, I walked back

to my car, pulled out my phone, and called my mentor; "I have found my home," I told her

answering machine.

This is only the beginning of the story of my relationship with John A. Henschke, but it

reveals why I changed my research focus from accelerated baccalaureate nursing students,

research I had been focused on for almost two years, to research on an individual not even in my

original profession. Merriam (2001) stated that the qualitative researcher "must physically go to

the people, setting, site … (the field) in order to observe behavior in the natural setting….Most

investigations that describe and interpret a social unit or process necessitate becoming intimately

familiar with the phenomenon being studied" (p. 7). I had now found the field and the person

that I needed to go to and was ready to embark upon this new avenue of investigation.

Background on Andragogy

Andragogy became common terminology in adult education in the late 1960s due in large

part to the extensive work of Knowles (Long, 1991). Whether one agrees with the theory of

andragogy or not, it is a part of adult education today. "Andragogy is possibly one of the most

commonly used terms in contemporary adult education discourse" (Long, 1991, p. 75). The

quest for knowledge about andragogy is well documented, as evidenced by the website

http://www.andragogy.net and

www.lindenwood.edu/education/andragogy/andragogyConcepts.html, a compilation of work

available on the Lindenwood University andragogy page entitled Andragogical Concepts;

however, inquiry into the life and andragogical practice of andragogues is limited to Knowles.

Despite continued criticism (Long, 1991; Welton, 1995; Hartree, 1984), andragogy continues to

be practiced and researched.

A collection entitled *Research on the Historical and Philosophical Foundation of
Andragogy: Expanding Horizons and Deepening the Search in 2011*(Henschke, 2011b) contains

more than 350 articles pertaining to andragogy by various authors. Articles continue to be

collected year-round for inclusion in future editions. While some scholars in the adult education

field argue that andragogy is nothing more than Knowles' theory and dismiss it as a personal

interest (Hartree, 1984; Welton, 1995), the body of research on andragogy has continued to grow

since Knowles' death in November of 1997. Before Knowles published on andragogy, there

were at least five known publications on the subject; during his life and research in the field, this

collection grew to approximately 130 published articles. Since his death, scholars have

contributed at least another 186 known publications on andragogy. Andragogy did not and does

not belong to Knowles alone; andragogy belongs to the field of adult education, past, present,

and future.

To help the reader better understand andragogy, I provide a brief history and summary

here. Andragogy, a term for adult education, was popularized in the U.S. from the late 1960s to

the 1980s; however, the term was introduced in the U.S. by Eduard Lindeman in 1926

(Lindeman, 1926). Much debate has centered on andragogy as a theory for practicing adult

education, with the most reproachful assertion being that Knowles' interpretation and treatment

of the concept was weakened by the lack of empirical evidence (Cooper & Henschke, 2007a;

Long, 1991).

Adult education literature contains two distinct concepts of andragogy, the European

conception and the American version associated with Knowles. Long (1991) posed that the

European version is more comprehensive. Van Enckevort (1971) described the use of the

European terms *andragogy, andragogics, and andragology*, stating that andragogy is "any

intentional and professionally guided activity which aims at a change in adult persons" (p. 41).

"Andragogics is the background of methodical and ideological systems which govern the actual

process of andragogy…. Andragology is the scientific study of both andragogy and andragogics"

(p. 42). Young (1985) added an additional dimension to the concept based on Dutch, Afrikaans,

and German literature. He posed that the critical element in andragogy is that an adult

accompany or assist other adults to become more refined and competent. He continued with the

assertion that andragogy and pedagogy (accompanying or assisting a child to become an adult)

should pursue different aims. Young also asserted that differences do exist in the relationship

between teachers and adult students/learners than between teachers and children.

Reischmann (2004) described three waves or inventions of the term andragogy. The first

wave began with Alexander Kapp, a German high school teacher who first coined the term in an

1833 German publication, almost 100 years before its introduction to the U.S. Kapp did not

explain if he invented the term andragogik (andragogy) or if he borrowed it, nor did he develop a

theory; he simply justified the practice of andragogy as a practical necessity in adult education.

Scholars have theorized that this lack of specificity may be one reason why the term was not

seen in publication again until almost a century later (Reischmann, 2004; Henschke, 2011b).

The start of the second wave was the reappearance of the term in the 1920s. However, the term was not readily used even after its reappearance in Germany in the 1920s, when Germany became a place of theory building (Reischmann, 2004). This perhaps is due to the fact that although adult education was practiced, the practice did not have a formal name (Henschke, 2011b). During the mid-1920s, Lindeman visited the German Academy of Labor in Frankfurt, Germany, where he was introduced to the term andragogy as a theory of adult education (Reischmann, 2004). Perhaps this German introduction in 1926 precipitated the introduction into American literature, even though Lindeman referred to andragogy as "the Method of Teaching Adults" and not as a theory-oriented concept (Reischmann, 2004, p. 2).

Although andragogy was practiced, "the practitioners were individual scholars of various disciplines working in adult education; they were not representatives of universities or even individual disciplines," and the "idea of adult education as a discipline was not yet born" (Reischmann, 2004, p. 2). The third wave, as Reischmann called it, can be found in European publications from the 1950s; however, this wave did not have a single place of origin. As Reischmann (2004) noted, the term appeared in publications in Switzerland (Hanselmann), Yugoslavia (Ogrizovic), the Netherlands (ten Have), and Germany (Poeggeler). The term andragogy, with its use oriented to practice or theory, was known still only to adult education insiders; however, Reischmann (2004) asserted that the increase and shared use of the term was a signal of need. This need was for a differentiation between practice and theory.

Reischmann's "signal" perhaps explains why the European use of the term andragogy is not synonymous with the practice of adult education in America. The American version of andragogy differs from the European version in multiple ways. Andragogy, as generally interpreted in America, is a set of assumptions about adults and teaching adults that represent

ideals that Knowles and others believed should characterize the adult teaching-learning process.

These assumptions serve as the foundation for the American concept of andragogy, with an

underlying principle being the relationship that exists between the facilitator and the learner

(Long, 1991). The European version viewed andragogy as a header for (places of) systematic

reflections, parallel to other academic headers like *biology*, *medicine*, or *physics*.

　　　For the purpose of this study, the American version of andragogy as practiced and

defined by Knowles will be utilized. This decision is based on John's introduction to and initial

work in the field of andragogy, which began at Boston University during his graduate studies

with Knowles. The next section presents the underpinnings of the conception of the theory of

andragogy developed by Knowles.

　　　The evolution of adult education as a comprehensive theory

　　　In *The Adult Learner: A Neglected Species,* Knowles (1990) described the evolution of a

comprehensive theory of adult learning. He portrayed two "streams of inquiry," the first of

which he called the scientific stream, and the other the artistic or intuitive/reflective stream.

Knowles asserted that the scientific stream, considered to be interested in seeking to discover

new knowledge through rigorous, experimental investigation, was launched by Edward L.

Thorndike with the publication of his study *Adult Learning* in 1928 (as cited in Knowles,

1973/1990). Knowles, because of his belief that Thorndike was concerned with adults' learning

ability, previously considered nonexistent, rather than with the processes of adult learning,

(which was of primary interest to Knowles) considered the title misleading. However,

Thorndike's study demonstrated that adults could learn, thus establishing a scientific foundation

for a field that previously was based only on the faith that adults could learn (Knowles,

1973/1990).

Knowles (1973/1990) credited the launch of the second stream of inquiry to Eduard C.

Lindeman and the 1926 publication of his study *The Meaning of Adult Education*. This artistic

stream, which seeks to discover new knowledge through intuition and the analysis of experience,

was concerned with *how* adults learn. Lindeman, who, according to Knowles (1973/1990), was

strongly influenced by the educational philosophy of John Dewey, laid the foundation for a

systematic theory of adult learning. Knowles (1990/1973) asserted that Lindeman's conception

of the theory of andragogy had two major fields of contribution, the social sciences and adult

education.

Contributions from the Social Sciences

In a letter to James W. Dykens, Associate Commissioner of the Department of Mental

Health of the Commonwealth of Massachusetts, dated April 6, 1970, Knowles wrote:

It is especially relevant to note that probably the single richest source of theoretical

underpinnings for andragogy has been the field of psychodynamics. For example, I was

recently asked to list the people who had exerted the greatest influence on my

andragogical theorizing, and I came up with Rank, Dewey, Kilpatrick, Sullivan, Horney,

Rogers, Whitehead, Fromm, Maslow, Tyler, Hilgard, Havighurst, and Erikson. When I

looked over the [list] I was surprised to find that over half of my main sources were from

psychotherapy and less than half were from education and philosophy. (Knowles, 1970b,

p. 1)

I will turn now to a discussion of these fields of study within the social sciences that Knowles

believed to have influenced andragogical theory. The following sections include my

interpretation of original works and Knowles's interpretations; dual interpretations are not

included. Understanding the influences of the origins of Knowles's version of the concept of

andragogy helps clarify John's understanding of the theory and philosophy he espouses in his practice and research.

Contributions from Clinical Psychology

Knowles (1973/1990) credited the discipline of psychotherapy with some of the most important contributions to learning theory. He asserted that psychotherapists are primarily concerned with reeducation, and their subjects are usually adults. According to Knowles, Sigmund Freud influenced psychological thinking more than any other individual. His contribution was that he identified the influence of the subconscious mind on behavior. While he did not formulate a theory of learning, learning theorists take into consideration many of his concepts (Knowles, 1973/1990). Although Freud's thinking was similar to that of behaviorists, he saw the nature of human beings as growing and developing through the interaction of biological forces, goals, purposes, conscious and unconscious drives, and environmental influences – influences that can be seen in andragogy.

Jung introduced a more holistic conception of human consciousness by positing the notion of four functions or four ways of extracting information from experiences and achieving internalized understandings, through sensation, thought, emotion, and intuition. Jung's plea for the development and utilization of all four functions in balance laid the groundwork for the concept of the balanced personality and a balanced curriculum (Knowles, 1973/1990).

Erikson provided a framework for understanding the stages of personality development. According to Erikson (1950), the "eight ages of man," along with the basic issue encountered at each age, are as follows:

1.   Oral-sensory, trust vs. mistrust.

2.   Muscular-anal, autonomy vs. shame.

3.   Locomotion-genital, initiative vs. guilt.

4.   Latency, industry vs. inferiority.

5.   Puberty and adolescence, identity vs. role confusion.

6.   Young adulthood, intimacy vs. isolation.

7.   Adulthood, generatively vs. stagnation.

8.   Maturity, integrity vs. despair.

The last three stages occur during the adult years, thus corresponding with Knowles' area of interest.

Knowles (1973/1990) asserted that the central role of self-concept in human development and learning was receiving increasing reinforcement from the entire field of psychiatry. He attributed this to the move in psychiatric fields from the medical model toward an educational model in research and practice, championed especially by Fromm and Horney. The medical model is an approach that aims to find medical treatments for diagnosed symptoms and syndromes and treats the human body as a very complex mechanism, where some forms of the educational model promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-expression.

Clinical psychologists, especially those who self-identified as humanistic, were, in Knowles' opinion, those most concerned with the problems of learning. These humanistic psychologists referred to themselves as "third force psychologist[s]," according to Knowles (1973/1990, p. 39). Knowles referenced two major theories dominant within the field of behavioral science by 1954 when Maslow published *Motivation and Personality*. Those themes were Freudianism and behaviorism. Though Freud placed the major motivational emphasis on a deep inner drive while the behaviorists placed the emphasis on external, environmental

influences, both Freud and the behaviorists viewed man as just another type of animal with the

same destructive and anti-social tendencies (Knowles, 1973/1990). Third force psychologists,

who were concerned with the study and development of the self-actualizing person as identified

by Maslow (1970), were critical of the approach taken by behaviorists, the breaking down into

component parts and studying the parts separately. Maslow (1970), a third force psychologist,

found more value in the holistic approach, which holds that the whole is more than the sum of

the parts.

  Maslow's (1972) holistic or humanistic approach to human development was further

enforced by his belief that:

> Growth takes place when the next step forward is subjectively more delightful, more
>
> joyous, more intrinsically satisfying than the previous gratifications with which we have
>
> become familiar and even bored; that the only way we can ever know that it is right for us
>
> is that it feels better subjectively than any alternative. The new experience validates itself
>
> rather than by any outside criterion. (p. 43)

Knowles's humanistic approaches to learning along with his student-centered ideal are

fundamental to his conception of andragogy. Rogers' (1951) influence on Knowles' version of

andragogy is easily recognizable. Rogers' view that "in a general way, therapy is a learning

process" (p. 132) was the starting point for the development of 19 propositions for a theory of

personality and behavior. These propositions were developed from the study of adults in

therapy. According to Knowles, after investigating development, Rogers sought to apply these

propositions to education. This process led to the conceptualization of student-centered teaching

as parallel to client-centered therapy (Knowles, 1973/1990).

Knowles was influenced by Rogers' (1951) five "basic hypotheses," which formed the foundation of Rogers' student-centered approach to education. The first hypothesis was *We cannot teach another person directly; we can only facilitate his learning*. This hypothesis stemmed from the following two propositions from personality theory: "Every individual exists in a continually changing world of experiences of which he is the center," and "the organism reacts to the field as it is experienced and perceived." In other words, focus needed to shift from what the teacher was doing to what was happening in the student (p. 144).

Rogers' (1951) second hypothesis was: *A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self* (p. 144). The importance of the relevance of learning underlines this hypothesis, which caused Knowles to question the academic tradition of required courses instead making the learning relevant to the learner (Knowles, 1973/1990).

Rogers (1951) grouped the third and fourth hypotheses together. The third reads: *Experience which, if assimilated, would involve a change in the organization of self tends to be resisted through denial or distortion of symbolization* (p. 144). The fourth suggested: *The structure and organization of self- appear to become more rigid under threat; to relax its boundaries when completely free from threat. Experience which is perceived as inconsistent with the self can only be assimilated if the current organization of self is relaxed and expanded to include it* (p. 144). Knowles (1973/1990) posited that these hypotheses suggested that significant learning often appeared threatening to an individual; therefore, he acknowledged the importance of providing an accepting and supportive climate, with reliance on student responsibility.

Rogers' (1951) fifth hypothesis extends the third and fourth hypotheses into educational practice: *The educational situation which most effectively promotes significant learning is one in which (a) threat to the self of the learner is reduced to a minimum, and (b) differentiated perception of the field is facilitated.* Rogers believed that these two parts are almost synonymous; he asserted that differentiated perception most likely occurs when the self does not feel threatened (p. 144). This proposition is evident in Knowles theory, thus, internal verses external motivation.

According to Knowles (1973/1990), Rogers (1951) saw learning as a completely internal process controlled by the learner that engaged the learner's whole being. Rogers believed that learning was as "natural—and required – as breathing" (p. 42). One of Rogers, proposition states: *The organism has one basic tendency and striving – to actualize, maintain, and enhance the experiencing organism* (p. 497). Thus, the human being strives for self-actualization and the enhancement of self, which can be accomplished through the learning process. This proposition also supports Knowles belief that adults are routinely internally motivated.

Both Rogers (1961) and Maslow (1972) acknowledged their familiarity with the work of Allport (1955, 1960, and 1961, as cited in Knowles, 1973/1990), who defined growth not as a process of "being shaped," but as a process of becoming. The essence of their conception of learning was captured in this brief statement by Rogers (1961):

> I should like to point out one final characteristic of these individuals as they strive to discover and become themselves. It is that the individual seems to become more content to be a process rather than a product. (p. 122)

This sentiment is reflected in Knowles' concept of andragogy, thus, another example of the influence of Rogers on the development of Knowles version of andragogy.

Contributions from Developmental Psychology

According to Knowles (1973/1990), developmental psychology, as a discipline, contributed a growing body of knowledge regarding the developmental changes that occur with age. Knowledge about such characteristics as physical capabilities, mental abilities, interest, attitudes, values, creativity, and lifestyles are attributed to the discipline of developmental psychology. Havighurst (1961, as cited in Knowles 1990), identified the developmental tasks associated with different stages of growth that give rise to a person's readiness to learn different information at different times, thus creating "teachable moments." Knowles (1973/1990) also acknowledged the discipline of gerontology, which he proclaimed had produced a large volume of research regarding the aging process and its implications for learning and teaching.

Contributions from Sociology and Social Psychology

Knowles contended that the contributions of sociologists and social psychologists, including Argyis; Bennis; Benne and Chin; Bennis and Slater; Etzioni; Hare, Knowles and Knowles; Lewin; Lippitt; Schein and Bennis; Schlossberg, Lynch and Chickering; and Zander, had enriched the body of knowledge pertaining to the behavior of groups and larger social systems, including the forces that facilitate or inhibit learning and change (Knowles, 1973/1990). Knowles (1973/1990) recognized work within the fields of sociology and social psychology by Baker; Bronfenbrenner; Moos; Jensen, et al.; and Harris and Moran as having contributed importantly to the investigation of environmental influences, such as culture, race, population characteristics, and density, on learning. While Knowles does not elaborate on how this contributors influence his conception he does acknowledge their contributions; thus, without consulting Knowles directly their influence must continue to be acknowledged in the restoring of the background of andragogy.

Contributions from Philosophy

With his 1926 work, *The Meaning of Adult Education*, Lindeman laid the foundation for the prominence of philosophical issues in the adult education movement. Knowles (1973/1990) posited that this theme was reinforced by Bryson's publication of *Adult Education* in 1936 and *The Next America* in 1952. However, between 1926 and 1948, the American Association for Adult Education (AAACE) also published many articles that are considered philosophical in nature. According to Knowles (1973/1990), this time period in adult education saw social movement as a predominant issue. For example, in 1956, a convention was held in North Andover, Massachusetts. According to Knowles (1973/1990), 13 philosophers and adult educators from across the country came together to address the following issues:

- What is the purpose of adult education – adult education for *what*?

- What is the relationship between content and method in instruction?

- Should individual interests and desires prescribe the curricula of adult education, or should the needs of society play a determining role in the creation of educational programs?

What implications do different theories of knowledge, or of the nature of man and society, have for the planning and operation of adult education programs? Knowles (1973/1990) contended that the 1956 conference did not resolve the above issues but that it did produce the three positive results. Knowles considered one of those results the uncovering of key concepts which he asserted would prove useful in working through the strife of special interests and move the emphasis of adult education towards areas of genuine agreement and disagreement. Knowles posited that the conference revealed the importance of philosophizing as not only necessary but that it must be a continuous ingredient of all policy formulation and program determination. The final positive result in Knowles' view was that the conference furnished an example of the

common obstacles that occur regardless of the discipline or special interest in adult education while seeking common ground.

Knowles (1973/1990) proposed that this conference stimulated continuing discussions on philosophical issues in adult education, citing articles and books as evidence of this outcome. He went on to suggest the probable influence of the conference on the publication of a book on philosophy for adult learners by Buford (1980) and a book on the utilization of philosophical approaches to the improvement of practice in continuing education by Apps (1988).

Contributions from Adult Education

When Knowles (1973/1990) wrote *The Adult Learner: A Neglected Species* in 1973, his assertion was that most scholars within the field of adult education dealt with issues of learning by adapting theories about child learning to adults. Knowles (1973/1990) gave recognition to McClusky for the development of a "differential psychology of the adult potential," in which the concepts of *margin* (the power available to a person over and beyond that required to handle his load), *commitment, time perception, critical periods,* and *self-concepts* played central roles (p. 46).

Another scholar in the field of adult education who influenced Knowles' beliefs about adult education, thus leading to the American version of andragogy, was Cyril O. Houle. At the University of Chicago in the 1950s, Houle began a line of investigations that was later carried on by Allen Tough at the Ontario Institute for Studies in Education. In Knowles' (1973/1990) 1990 edition of *The Adult Learner: A Neglected Species*, he commented on the "promise" of these studies in yielding a better understanding of the adult learning process.

Houle's (1961) study, which involved in-depth interviews of 22 adult participants identified as continuing learners, was designed to discover *why* adults engage in continuing

education. The study also provided a prospective on *how* they learn. Houle identified the

following three types of individuals based on the ideas they held about the purpose and value of

continuing education for themselves.

The first of the three types identified was the goal-oriented learners; these individuals

could be described as those who use education to accomplish clear-cut objectives. Notably,

these individuals do not make a "real" start on their continuing education until and sometimes

after their mid-twenties. The second type of learner is the activity-oriented learner; they pursue

education because they find in learning a meaning that has no implicit connection or even no

connection at all with the content or purpose of the activity. These individuals begin their

participation in adult education at a point at which their problems or needs have become

sufficiently pressing. Social connection is necessary for these individuals. Lastly, the learning-

oriented individuals, these learners are those who seek knowledge for the sake of knowledge.

Unlike other types of continuing learners, most learning-oriented adults have been immersed in

learning over the whole span of their lives.

Tough (1979) was concerned with not only what and why adults learn, but how they

learn, including what help they obtain to facilitate learning. According to Knowles (1973/1990),

Tough's research found learning to be a pervasive activity, as confirmed with a remark from

Tough:

> Almost everyone undertakes at least one or two major learning efforts a year and some
>
> individuals undertake as many as 15 or 20 . . . . It is common for a man or woman to
>
> spend 700 hours a year at learning projects . . . . About 70% of all learning projects are
>
> planned by the learner himself, who seeks help and subject matter from a variety of
>
> acquaintances, experts, and printed resources. (Tough, 1979, p. 1)

According to Tough (1979), learning efforts are organized around "projects . . . defined as a series of related episodes, adding up to at least seven hours" (p. 6). Tough further contended that in each "episode," the majority of the learner's motivation is to gain and retain knowledge and skill, or to produce some other lasting internal change.

Of interest to Tough (1979) was determining what motivated adults to begin a learning project. He found that what he considered to be an "overwhelming" number of participants in his studies anticipated several desirable outcomes and benefits to the learning projects. Some of the benefits were immediate, such as enjoying the activity or content itself, satisfying a curiosity, and enjoying the activity of learning, while others were long term, such as producing something, imparting knowledge or skill to others, and gaining an understanding of what would happen in a future situation similar to the learning situation. Tough described pleasure and self-esteem as critical elements in the motivation of his participants.

Tough (1979) came to the conclusion that adult learners proceeded through multiple phases in the process of engaging in a learning project. Tough described these phases as *deciding to begin.* Iin this phase the learner has a possibility of 26 different steps to begin the learning process. Some of those possibilities include setting goals, assessing interest, seeking information on area of interest, and estimating the cost and benefits of the learning. In the second phase, Tough saw the need to choose a planner, he asserted that the planner may be the learner himself, an object such as book, another individual who would act as a learning consultant (instructor or resource person), or a group. Tough noted that competence in choosing a planner and using the planner proactively rather than reactively is critical in this stage. The final phase is that of engagement. The learner engages in the learning episode designed during

the planning process. Tough, saw the variety, richness, and availability of the resources, as well as the learner's skill in using those resources, as critical elements of this phase.

In the years following the onset of Tough's (1979) research, the field continued to build on, refine, and reinforce his work. The initial research by Houle (1961), continued by Tough and others, provides a prime example of the contributions to the theory of andragogy that Knowles (1973/1990) defined and practiced. Studies of this nature addressed Knowles' central concern, that of the learner, and how and why adult learners undertake the learning process. These studies provided Knowles with validation for his conception of adult education.

Knowles (1973/1990) described what he considered "attempts to bring isolated concepts, insights, and research findings regarding adult learning together into an integrated framework" (p. 51) as having begun as early as 1949. He went on to posit that those attempts, in actuality, were more "descriptive listings of concepts and principles than comprehensive, coherent, and integrated theoretical frameworks" (Knowles, 1973/1990, p. 51). Knowles believed that the field of adult education needed not only an integrative but a differentiating concept. He asserted that such a concept, a unified theory of adult learning for which he considered the term *andragogy* the perfect label, had been evolving in Europe for some time.

The evolution of andragogy into a comprehensive theory of adult education has been a continuous process, the same as lifelong learning. This evolution is evident in Knowles' (1973/1990) original introduction of four assumptions of the adult learner: a) self-concept, moving from dependence to self-directed, b) accumulation of experiences used as learning resources, c) readiness to learn, with an increasing orientation towards life task, and d) desire for immediate application of knowledge (Knowles, 1970a, p. 39). Then, in 1980, he introduced the seven process elements: a) climate, b) planning, c) diagnosis of needs, d) setting of objectives, e)

designing learning plans, f) learning activities, and g) evaluation (Knowles, 1980). Today, the

andragogical model of learning consists of six assumptions and eight process elements that are

foundational to the theory of andragogy. These assumptions and processes are presented in

Table 2, followed by a description of each.

Table 2

Assumptions and Process Elements of the Andragogical Model

Assumptions	
About	Andragogical
Relevance to learning	A reason that makes sense to the learner
Concept of the learner	Increasingly self-directed
Role of the learner's experience	A rich resource for learning by self and others
Readiness to learn	Develops from life task and problems
Orientation to learning	Life-centered
Motivation to learn	Internal incentives, curiosity

Process Elements	
Elements	Andragogical
Preparation	Gain insight and understanding of what is to come
Climate	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive
Planning	Mutually by learners and facilitators
Diagnosis of needs	By mutual assessment
Setting of objectives	By mutual negotiation
Designing learning plans	Learning contracts, learning projects, sequenced by readiness
Learning activities	Inquiry projects, independent study, experiential techniques
Evaluation	By learner-collected evidence validated by peers, facilitators, experts, criterion-referenced

Assumptions of Andragogy:

Relevance of learning – Adults have a need to know a reason that makes sense to them, as to why they should learn something particular—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 into 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* or relevance 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, such as the professor, that it would be good for them.

There is a growing body of knowledge about how adults learn and how to facilitate that learning. This knowledge is changing the role of the teacher/professor. In working with adult learners in educational contexts, the professor needs to 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. I encourage you to reflect on the many aspects of your practice that facilitates the learning of adults.

Concept of the learner –Adults 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 adults find themselves in situations where they feel others imposing their wills on them without their participation in making decisions that affect them, adults 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, a change of residence (moving away from parents home), or entering a program of study specific to professional career goals—can trigger a readiness to learn. But adult educators don't need to wait for readiness to develop naturally. They 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. However, the model also recognizes that adults may not be motivated

to learn what educators 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 were just mentioned.

Process Elements:

Preparing the learners for the program/course – A common course introduction for

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 considered.

The first question an andragogue 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 podium 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 podium to a corner and rearrange the

chairs in one large circle or several small circles (this is not always possible with stadium style

halls; however, when possible, consider using). 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 traditional 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 to 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 should 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 andragogue 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 truer:

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 can increase learner commitment if they make clear they [the professor]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 andragogue 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 simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth question the andragogue 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 andragogue asks is "What procedures can I use for helping fourth 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], 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 andragogue 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 an 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 non-negotiable

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, internship, or clinicals, will contract with the professor and the field supervisor.

Contracts may also 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 andragogue asks is, "What procedures can I use to make

certain the learners are fully 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, the andragogue 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 (adapted from Henschke et al., 2003; Knowles,

1973/1990).

Knowles popularized and energized a term for his concept of adult learning that continues to expand. These assumptions and processes serve as a guide to the educational theory of andragogy.

Similar Studies

Although this doctoral dissertation is not traditional with regard to its structure or subject matter, it is not the first of its nature in adult education. The following are summaries from the eight other doctoral dissertations that used a similar methodology titles and university affiliation is are available in Appendix B. The series of eight dissertations have as their subject the same individual, the man considered a leader in the field of adult education. My research is the first on a different leader in this field.

Over the last three decades, a series of dissertations have focused on Knowles. This series places him in the center of the expanding field of adult education with the continuous development of the concept and philosophy of andragogy. The first of this series is Henschke (1973). He saw Knowles as a 'field builder' in adult education with his ideas on andragogy becoming a central core of his contributions to the theory and practice of the adult education field. The second in the series on Knowles was by Eskridge (1978). He saw Knowles' zealous commitment to the concept of andragogy in his long range look from the then present (1978) into the future. He saw andragogy as being the correct vehicle for the promotion of adult learning. While not in the same decade, Martin (1982) produced the third of this series when she investigated the influences of Knowles, Lindeman, and Vincent on the philosophical development of adult education.

Just over a decade passed before the fourth doctoral dissertation was produced on Knowles involvement in andragogy. Muller (1992) misjudged Knowles by critiquing his

andragogical ideas from the philosophical perspective of progressivism rather than understanding his concept of andragogy from his prevailing humanistic philosophical perspective. She found internal inconsistency between Knowles' assumptions about adults as learners and his learning model by considering the embeddedness of his theory in progressivism and U.S. adult education history.

That same decade saw additions to the series when Cooke (1994) observed Knowles' view of andragogy. In the fifth of this series focusing on Knowles' and his view of andragogy, Cooke (1994) examined Knowles in personal human terms. He asserted that is was appropriate to designate him as the 'father of American andragogy'. However, he considered that it would be better to just call him 'Malcolm' as he so often referred to himself. This doctoral dissertation is perhaps the closet to my study in that Cooke interviewed students, colleagues, and critics of Knowles. Sawyers (1994) completed the sixth of the series with a comparative study on Knowles and Freire philosophies. This was a productive decade furthering the knowledge on a leader in the field.

A decade later, Sopher (2003) completed the seventh of the series focusing on the work of Knowles in andragogy. She contended that Knowles' work is best understood by practitioners and researchers when it is historically accurate, within his humanistic philosophy, and explained in the context of his times, thus recognizing that each of the four historical movements (humanistic adult education, human services, group dynamics, and human resources development) in the U.S. are intertwined in Knowles' theory of andragogy. The eighth doctoral dissertation in the series that focused on Knowles' contribution to andragogy was presented by Henry (2009). He implemented a historical analysis of the development of thinking in Knowles' principle writings.

Conclusion

This chapter included three sections. The first section introduced the primary figures in this study. A brief personal and professional biography is provided for John. My previous educational and professional background is included in this section. The second section of this chapter provided a historical background of the educational theory espoused by John, including contributions from major disciplines to the conception of andragogy.

The final section of this chapter included summaries of studies completed on another leader in the field of adult education. Over the last three decades, a series of doctoral dissertations have been completed on Malcolm S. Knowles asserting the Knowles influence as a key figure in adult education. The first of the series was completed in 1973, focusing on Knowles as a theory builder. Others in the series focused on this scholarship, compared him to other leaders in the field of adult education, while others examined historical perspectives. One thing is clear, all these dissertations sought to confirm or expel Knowles' contributions to the field of adult education.

The next chapter provides details of the qualitative contemporary historical narrative inquiry methodology employed for this study. Chapter 3 includes the instrument modification for use with students in this study and the development of an inventory designed for use with faculty.

Chapter Three: Methodology

The objective of this chapter is to describe the design and procedure used in this study. To accomplish this objective, the chapter will be presented in the following four parts: (a) the research design of narrative inquiry; (b) the qualitative method and rationale used in the study as, according to Fraenkel, Wallen, and Hyun (2011), Creswell (1998), and Maxwell (2005), qualitative methodology is the most appropriate way to study an individual; (c) the design of the instruments used in this study; and (d) a description and rationale of the detailed procedures I used to collect and analyze data.

Research Design

This qualitative study employed a contemporary historical narrative inquiry methodology. In narrative inquiry, data can originate from both researcher and participant observations (Clandinin & Connelly, 1989). Observations, audio/video recordings, field notes, journal reflections, autobiographical work, storytelling, and interview transcripts of discussions are all examples of methods used in narrative inquiry. I used these methods, as well as a survey administered to John in his role as facilitator and to graduate students pre/post in one of his courses. (For the purpose of this study, the terms *student* and *learner* will be used interchangeably. John refers to students as learners.) The course from which students were invited to participate in this study was called Building Blocks in Adult Learning (for the purpose of this study I will refer to the course as simply Building Blocks), a foundation/entry level course in the andragogy emphasis specialty at Lindenwood University. This course was selected because it typically is the first course taken in the andragogy specialty; thus, students have had no or limited experience with John. The survey data were analyzed for congruency between facilitator and learner perspectives on facilitator trust. The survey is a modification of the IPI,

the instrument developed by John in 1989. Details of the original survey and the modifications

made for this study will be provided in the Procedure section.

The study design was informed by biography; resulting data were analyzed through the

lens of the factors identified in John's 1989 assessment instrument, the IPI, which was designed

to identify the beliefs, feelings, and behaviors of adult educators. These factors are as follows:

1. Planning and Delivery of Instruction

2. Learner-Centered Learning Processes (experience-based learning techniques)

3. Teacher-Centered Learning Process **(P)**

4. Teacher Empathy with Learners

5. Teacher Insensitivity Towards Learners **(P)**

6. Accommodating Learner Uniqueness

7. Teacher Trust of Learners

I examined John's practice and scholarship to determine whether congruency exists

between his espoused and practiced principles of facilitating (teaching). John is the main

participant in this research study; however, others were invited to participate as interviewees and

members of the learner focus group. In order to determine congruency or the lack thereof,

analyses of John's practices, his scholarship or written work, how he views himself, and how

others view his practice are vital to the research. This study uses words, which, according to

Fraenkelet al. (2011), are gathered predominantly from face-to-face interactions with

participants, published articles, and correspondence from peers, in order to describe the *quality*

of activities, events, and individuals, in line with the nature of qualitative research. The survey

does employ a Likert scale for ease of presentation.

Selections from John's published articles, course evaluations, and face-to-face interviews with participants were also analyzed as data. The graduate student and colleague interview participants are referred to with pseudonyms. Each study participant was chosen from a purposeful sample. Fraenkel et al. (2011) describe a purposeful sample as one in which the researchers "use their judgment to select a sample they believe, based on prior information, will provide the data they need" (p.100). Potential student participants were identified for invitation to participate by name from attendance the first night of class. Potential colleagues (those who both agree and disagree with John's educational philosophy) and past student participants were identified through interviews with John and known associates.

Rationale for the Method

The process of designing a research study typically involves identifying a problem, formulating a research question/problem, hypotheses, or both, defining a sample to be studied, and selecting methods for data collection and analysis (Fain, 2004). As suggested in the section outlining the purpose of the study, there is little knowledge about adult educators as individuals in general and no documented research on John. Because this study explores past experiences, I utilized a modified historical method using narrative inquiry. The modification involves the recognition that this study represents a contemporary history because the subject is currently living, the researcher is alive, and the research focuses on events currently taking place. This approach offers added dimensions, not the least of which is the *felt texture of events* as they are happening. Historical methods can be applied to the subject matter of any discipline as a means of ascertaining fact (Gottschalk, 1950). Busha and Harter (1980, p. 91) detailed the following six steps for conducting historical research that can be used with both quantitative and qualitative variables:

1. The recognition of a historical problem or the identification of a need for certain historical knowledge.

2. The gathering of as much relevant information about the problem or topic as possible.

3. If appropriate, the forming of a hypothesis that tentatively explain relationships between historical factors.

4. The rigorous collection and organization of evidence, and the verification of the authenticity and veracity of information and its sources.

5. The selection, organization, and analysis of the most pertinent collected evidence, and the drawing of conclusions.

6. The recording of conclusions in a meaningful narrative.

The research question for this study relates to how John A. Henschke's practice mirrors the andragogical theory espoused in his scholarship. To explore this question, his practice was viewed through the lens of his instrument, the IPI, which highlights the seven following factors:

1. Planning and Delivery of Instruction

2. Learner-Centered Learning Processes (experience-based learning techniques)

3. Teacher-Centered Learning Process (**P**)

4. Teacher Empathy with Learners

5. Teacher Insensitivity Towards Learners (**P**)

6. Accommodating Learner Uniqueness

7. Teacher Trust of Learners

The research question is best addressed through an empirical analysis of the surveys completed by students and John and by interpretive, qualitative research.

John is a human being and as such has the ability to share his stories with others; he is

also an educator in the field of adult education. The methods used to explore his life and his

lived approach to learning should be congruent with his status as both human being and educator.

Narrative inquiry is one way of translating, into practical methods of educational research,

Dewey's conception that education is a form of social life (Clandinin & Connelly, 1989, p. 2).

This study looks at the perceptions of John's life experiences, or his "practice," using "the

narrative method; [which] in its simplest terms is the description and restorying of the narrative

structure of varieties of educational experiences" (Clandinin & Connelly, 1989, p. 4). Clandinin

and Connelly (1989) proposed, "Keeping the experiential whole before us is one of the tasks we

have come to associate with the study of narrative" (p. 6). This research investigates the

theoretical and practical applications of andragogical assumptions as identified in the IPI as

dimensions that mutually influence one another. A narrative construction is practical because it

is concerned with a person's experiences (Clandinin & Connelly, 1989).

Evolution of the IPI

The information that follows pertains to the IPI and the modifications it underwent to

develop the MIPI. Information provided by John offers a background to explain why and how

he developed the instrument. How and why I modified the original instrument for use in this

study is also presented.

In 1987, after 22 years of practicing adult education to teach a variety of subjects, John

continued to question what was needed to successfully practice in his field. Through these

questions, the literature in the field, and his own research, he determined what he believed to be

the necessary major elements for adult educators to practice in the field. This led to his

development of a model that identified the following five major elements: (a) beliefs and notions

about adult learners; (b) perceptions concerning qualities of effective teachers of adults; (c)

phases and sequences of the adult learning process; (d) teaching tips and adult learning

techniques; and (e) implementing the prepared plan (Henschke, 1989). This model became

known as the Building Blocks for Adult Learners.

 As he published and presented this model, John saw opportunities to move toward

unraveling the important characteristics for adult educators to possess. John found emphasis

placed by scholars in the field on the adult teacher identifying herself or himself as a co-learner

with other learners; the actions of the adult teacher in the conduct of classroom activities;

competencies for adult educators; and the adult teacher's knowledge of philosophy. Although he

believed these areas of emphasis were individually worthy of consideration, he felt that each left

a gap in the necessary abilities of adult educators. John nonetheless believed that when

synthesized, these ideas had some cohesion. Their unifying characteristics included: (a) solid

connection with a context that is dynamic; (b) behaviors of the teacher as crucial in relationship

to the learning process; (c) generation of various feelings in herself or himself (*the teacher*) or

the learners depending on the level of functioning; and (d) undergirding beliefs which in turn

guide professional practiced (Henschke, 1989).

Thus, John launched a study that would address the following question: What beliefs,

feelings, and behaviors do adult educators need to possess to practice in the field of adult

education. Henschke's (1989) study resulted in the development of an instrument, the IPI, which

identifies andragogical and pedagogical characteristics, or "factors," of adult educators. John

feels that these andragogical characteristics are necessary for practicing in the field of adult

education.

What follows is my "restoried," detailed description of John's study, which resulted in an

instrument used in multiple countries, dissertations, workshops, and seminars. All data were

provided by John, either through interviews or published articles.

First Round – Methodology

To achieve balance in developing the original instrument, five negative and five positive

questions were generated for each of the following five major elements: (a) beliefs and notions

about adult learners; (b) perceptions concerning qualities of effective teachers of adults; (c)

phases and sequences of the adult learning process; (d) teaching tips and adult learning

techniques; and (e) implementing the prepared plan. Therefore, there are 50 questions in total.

Once these 50 items were developed, it became apparent that there was not a clear separation of

each of the five elements. All elements contained ideas that overlapped into other elements.

Also, it became clear that some of the ideas needed to be categorized as beliefs, others

as feelings, and still others as behaviors. They were not all just action or learning, or

competencies, or philosophical knowledge, so they could not all be placed in the same category.

At that stage of the instrument's development, John determined the best way to

organize the items was to divide them based on whether they were positive or negative

characteristics. This division resulted in 33 positive and 17 negative characteristics. The

instrument was developed into a Likert-type scale. Each question began with the phrase,

"How frequently do you…?" Each item had four possible answers, Never, Rarely,

Sometimes, and Often, with a corresponding numerical value of 1, 2, 3, and 4, respectively.

John then had the opportunity to test the instrument with nearly 600 adult educators,

who completed the forms voluntarily. Three-hundred and eighty-nine of those were adult

learning specialist (ALSP) instructors teaching in the Adult Basic Education (ABE), General

Educational Development (GED), and/or English as a Second Language (ESL) programs at the

same major institution, the Chicago City Colleges. Classes were offered in these programs

both on and off campuses throughout the system.

   After the data were generated, the positive characteristics measured 3.3 on the 4.0 scale,

and the negative characteristics measured 2.2 on the 4.0 scale. John reflected that although the

higher positive and lower negative scores indicated a desirable general direction, the meaning of

these positive and negative measures seemed somewhat vague unless one looked at each item

separately.

First Round – Findings

   As a result of what John referred to as "somewhat vague meanings," the

decision was made at that point to conduct a factor analysis on the data gathered

from the 389 adult educators who had served as study participants. Seven factors

emerged from that analysis, as presented in Table 3.

   Table 3

   IPI First-Round Findings

Factors	Mean	Standard Deviation
1. Planning and Delivery of Instruction	3.50	0.39
2. Learner-Centered Learning Processes (experience-based learning techniques)	2.75	0.51
3. Teacher-Centered Learning Process	1.89	0.53
4. Teacher Empathy with Learners	3.79	0.29
5. Teacher Insensitivity Towards Learners	2.86	0.58
6. Accommodating Learner	3.28	0.24

Uniqueness

7. Teacher Trust of Learners	3.53	0.46

(Henschke, 1989)

The second group of participants available to use the assessment instrument

consisted of 210 teachers/faculty members at the St. Louis Community College

(SLCC), which had three campuses at that time. The participants taught in the

regular daytime program across a wide variety of subject matter areas.

Second Round – Findings

A factor analysis was conducted with the data gathered from this group of 210

teachers. Table 4 outlines the five factors that emerged.

Table 4

IPI Second-Round Findings

Factors	Mean	Standard Deviation
1. Teacher Trust of Learners	3.45	0.66
2. Experience-based Learning Techniques	2.70	0.82
3. Teacher Insensitivity Towards Learners	2.42	0.68
4. Sensitivity to Learner Differences	3.82	0.46
5. Teacher-Centered Learning Process	3.10	0.79

(Henschke, 1989)

Applications of the Findings to Practice

John has asserted that the purpose of the study was to take some major steps towards

developing an assessment instrument to answer the question: What beliefs, feelings, and

behaviors do adult educators need to possess to practice in the field of adult education? After two rounds of analysis, the final instrument included the following factors, in no particular order: Teacher Empathy with Learners; Teacher Trust of Learners; Planning and Delivery of Instruction; Accommodating Learner Uniqueness; Teacher Insensitivity Toward Learners; Learner-Centered Learning Processes (experience-based learning techniques); and Teacher-Centered Learning Processes (Henschke, 1989). The instrument was initially labeled the "Instructor Perspectives Inventory" (IPI).

The strongest factor from both rounds of analyses was "Teacher Trust of Learners." John relayed that despite this being the strongest factor, it was associated with only three items during the first round, two of which were negative and one positive. The developers eliminated the negative items and added 12 positive ones, making a total of 13 items for this factor in the second round. After the second round, only two of the 13 items were eliminated, thus leaving a total of 11 items in the final version of the "Teacher Trust of Learners" factor (Henschke, 1989). Henschke (1989, 1998b) identified the 11 items that comprise this factor and suggested that facilitators of learning who believe, internalize, and enact the foundation of trust will:

- Purposefully communicate to learners that each is uniquely important;
- Express confidence that learners will develop the skills they need;
- Trust learners to know what their own goals, dreams, and realities are like;
- Prize the learners' ability to learn what is needed;
- Feel learners need to be aware of and communicate their thoughts and feelings;
- Enable learners to evaluate their own progress in learning;

- Hear what learners indicate their learning needs are;

- Engage learners in clarifying their own aspirations;

- Develop supportive relationships with learners;

- Experience unconditional positive regard for learners; and

- Respect the dignity and integrity of learners.

In practice, John has administered the IPI to adult educators in workshops that he has conducted throughout the U.S. and at universities where he has taught. He also has administered the IPI in numerous countries around the world, including Germany, Austria, Hong Kong, Peoples' Republic of China, South Africa, Brazil, Thailand, and the United Kingdom. Almost without exception, the strongest factor in the instrument has remained "Teacher Trust of Learners."

Initial Research Using the IPI with Doctoral Dissertations

John told of the instrument becoming known in the field of adult education, relating how he presented the instrument and findings at the 1994 Commission of Professors of Adult Education (CPAE) Conference in Nashville, Tennessee. In 1995, the IPI was used for the first time in a doctoral dissertation (Henschke, 2011c). As of June 2012, it had been used in a total of 15 doctoral dissertations, including the present study (see Table 5).

Table 5

Completed Doctoral Dissertations Using IPI/MIPI

Date of Dissertation	Author	Title
1995	Thomas, E.	An identification of the instructional perspectives of parent educators
1997	Seward, S.	An identification of the instructional perspectives of Kansas parents as teacher educators
1997	Dawson, S.	Instructional perspectives of nurse educators
2003	Drinkard, G.	Instructional perspectives of nurse educators in distance education
2005	Stanton, C. *(Frist to modify instrument)*	A construct validity assessment of the Instructional Perspectives Inventory (IPI)
2006	Stricker, A.	Learning leadership: An investigation of principals' attitudes toward teachers in creating the conditions conducive for learning in school-based staff development
2007	Reinsch, E.	The relationship among lifelong learning, emotional intelligence, and life satisfaction for adults 55 years of age or older
2007	McManus, L.	The instructional perspectives of community college mathematics faculty
2007	Rowbotham, M.	Teacher perspectives and the psychosocial climate of the classroom in a traditional BSN program
2009	Ryan, L.	Adult learning satisfaction and instructional perspective in the foreign language classroom
2010	Manjounes, C.	An adult accelerated degree program: Student and instructor perspectives and factors that affect retention
2011	Vatcharasirisook, V.	Organizational learning and employee retention: A focused study examining the role of

		relationships between supervisors and subordinates
2011	Jones-Clinton, T.	Principals as facilitators of professional development with teachers as adult learners
2011	Moehl, P.	Exploring the relationship between Myers-Briggs Type and Instructional Perspectives among college faculty across academic disciplines

Without exception, in each of these 14 completed dissertations, the strongest factor remained "Teacher Trust of Learners."

Modified Instructional Perspectives Inventory (MIPI) Validated Three Times

Stanton (2005) modified the original IPI from a four-point Likert scale to a five-point Likert scale called the Modified Instructional Perspectives Inventory (MIPI). The MIPI was validated numerous times, and the statistics for three of these validations are presented in Figure 1 (Stanton, 2005; Moehl, 2011; Vatcharasirisook, 2011). Stanton (2005) , Moehl (2011), and Vatcharasirisook (2011) worked on modifying the wording of the factors to shift the focus from groups of learners in educational settings to groups of employees in work settings. For example, the factor "Teacher Trust of Learners" was modified to "Supervisor Trust of Subordinates." The same validation technique was used regardless of the wording of each factor.

Figure 1 shows Cronbach's alpha coefficient calculations for the three dissertations that validated the instrument (Henschke, 2012b).
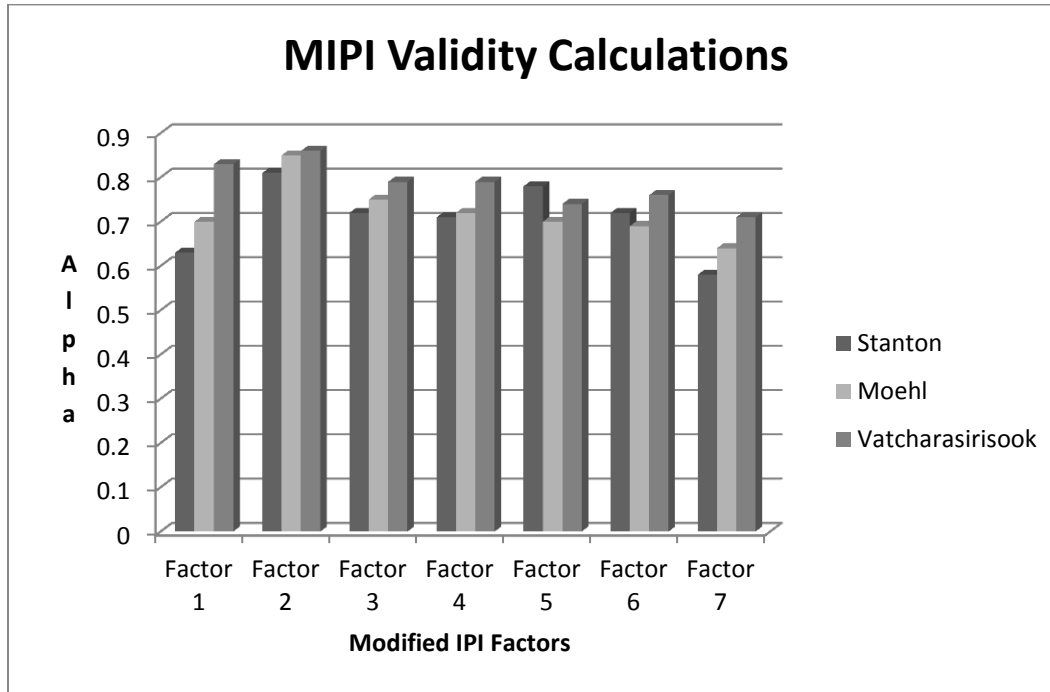
Figure 1. MIPI validity calculations.

The Modified Instructional Perspective Inventory factors follow:

Factor 1 = Teacher/supervisor empathy with learner/subordinates

Factor 2 = Teacher/supervisor trust of learner/subordinates

Factor 3 = Planning and delivery of instruction

Factor 4 = Accommodating learner/subordinates uniqueness

Factor 5 = Teacher/supervisor insensitivity toward learners/subordinates

Factor 6 = Learner/subordinate-centered processes

Factor 7 = Teacher/supervisor-centered processes

Vatcharasirisook (2011) translated the MIPI into the Thai language and used it with

523 employees of banks, hospitals, and hotels in Thailand to help determine their level of

job satisfaction and willingness to stay with the company. The "Supervisor Trust of

Subordinates" factor significantly predicted subordinates' job satisfaction. In turn, subordinates'

job satisfaction was found to have a strong positive effect on their intention to remain in the

company. The 11 beliefs that form the foundation of trust were modified for the

workplace.

Development of the Modified Instructional Perspectives Inventory for Students (MIPI-S)

I chose to use and modify the IPI for this study because it reflects what John, as a

practitioner, considers to be major elements regarding the beliefs, feelings, and behaviors of

successful adult educators. The original instrument was developed for administration to

facilitators as a means of evaluating their individual levels of the seven identified factors. I

modified the instrument in two ways, a) to utilize only the element of trust, and b) to administer

to students as well as instructors. John was consulted on the modification of his original

instrument. The MIPI-S assesses the facilitator's trust in the learner as perceived by the learner,

evaluated on a 5-point Likert scale. Trust was chosen as the factor to examine due to John's

current research on the topic; there are 11 questions that address this factor. I added a 12th

question asking if the student felt their instructor trusted them as a learner. I also modified the

verb tense to reflect graduate student respondent use of the instrument both at the beginning and

at the end of the semester. The use of an instrument developed by John was purposeful. It was

determined that if learners and John did not have congruent perceptions of John's practice as

evaluated by an instrument that John himself had developed, then not only would the instrument

be in question, but so would John's practice.

Development of the Visible Elements of Trust Inventory (VETI)

I developed an 11-item inventory called the Visible Elements of Trust Inventory (VETI)

for evaluating the characteristics identified as teacher trust of learners.   John consulted on the

development of this inventory with the thought of using the inventory to complement the MIPI-

S. I determined the instrument needed to reflect visible elements of trust in order to be congruent with the use of video recordings or for future in-person use. The instrument was provided to other practitioners for use; at the time of this study, reliability has not been proven. At the time of publication I have received one request, with permission granted to use the VETI in a dissertation by another researcher. The VETI tool developed to determine the presence of trust elements follows:

<div align="center">Visible Elements of Trust Inventory (VETI)</div>

1. Communicates to learners that they are each uniquely important?

2. Expresses confidence that learners will develop the skills they need?

3. Demonstrates that learners know what their goals, dreams, and realities are?

4. Prizes learners' ability to learn what is needed?

5. Communicates to learners they need to be aware of and communicate their thoughts and feelings?

6. Enables learners to evaluate their own progress?

7. Indicates ability to "hear" what learners say their learning needs are?

8. Engages learners in clarifying their own aspirations?

9. Works towards developing a supportive relationship with individual learners?

10. Exemplifies unconditional positive regard for learners?

11. Demonstrates respect of learners' dignity and integrity?

Each is either "visible" or "not visible" space is provided for examples.

Procedure

Narrative inquiry is the process of gathering data for the purpose of research through storytelling. "Humans are storytelling organisms who, individually and collectively, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world" (Connelly & Clandinin, 1990, p. 3). In narrative work, data can originate from researcher observation, participant observation of practice, and observations by other participants (Clandinin & Connelly, 1989). Interviews, letters, autobiographies, and oral stories are other ways of gathering narrative inquiry data. As a graduate assistant in the andragogy doctoral degree program, I have unprecedented access to John (sharing the same office) to observe him on a daily basis.

I collected and analyzed the 10 data sets presented in Table 6 to answer the research questions.

Table 6

Data Sets

Data Set	Collection Period	Participants	Data Generated
Focus group	March 13, 2012	Current students (see Table 7)	Feedback
a)Modified Instructors Perspectives Inventory for Students (MIPI-S) (pre-course)	a)January 24, 2012	Current students	a)Perceptions of *anticipated* trust of facilitator (John)
b)MIPI-S (post-course)	b)May 8, 2012		b)Perceptions of *actual* trust of facilitator (John)
Section of the Instructors Perspectives Inventory (IPI)	January 24, 2012	John	John's perceptions of his trust in students

Course evaluations	Fall 2009- Spring 2012	Students	Past student perceptions of John as a facilitator
Video recordings of Henschke facilitating Building Blocks in Adult Learning course	Spring 2012	John	Objective data reflecting John's practice
Interviews	Spring 2012	Current and past colleagues (those who both agree and disagree with the philosophy of andragogy, see Table 8)	Colleague perceptions of John's practice and his congruency between practice and scholarship
Interviews	Spring 2012	Myself and John	John's perceptions of his practice and scholarship
Observations	Spring 2012	Myself	Perceptions of John, his practice, scholarship, and congruency
Selection of scholarship	Collected Fall 2011-Spring 2012	John	Publications and conference articles
Memories	Spring 2010-Spring 2012	Myself and John	Reflections on John

Description of data collection and analysis procedures

I interviewed John multiple times to explore his perspectives of himself, his practice, and

his research. Interviews were both structured, with set interview times and the questions

provided in Appendix C, as well as spontaneous, with questions generated during workday

conversations. I kept an audio recorder in my purse to ensure that I would be able to record all

pertinent conversations with John, both structured and spontaneous. John was aware of the

recorder, and if he thought he was about to provide insight or information relevant to my study,

he would ask me if I wanted him to wait in order to provide me time to set up the recorder.

Audio recordings of conversations/interviews with John were transcribed. A total of nine

individual conversations/interviews with John were recorded and transcribed, varying in length

from approximately three minutes to three hours. However, I cannot provide a specific number

of overall conversations/interviews that the two of us had, as the entire year working as John's

doctoral assistant was a continuous interview. Data saturation was reached when I felt that it had

been based on content repetition and my eventual ability to predict John's responses to questions.

I observed John in his office (my desk was in John's office) during the school year of

2011/2012. Observations included daily routine, research methods, interaction with students and

colleagues, and other observable events as they occurred. I did not audio record interactions

with students during office hours; I did take field notes of my observations after IRB approval.

I video recorded all of the Building Blocks classes during the Spring 2012 semester. The

course was scheduled to meet on Tuesday evenings from 4:25 p.m. until 6:50 p.m. for the entire

semester, which spanned 14 weeks. I did not record the one library night that was scheduled that

semester, so I recorded 11 weeks of class meetings. The course had eight students enrolled.

While not all students attended each class, at least five were present at each session.

I observed the video recordings of the class multiple times to determine if John

exemplified the characteristics identified as teacher trust of learners as indicated by the use of the

VETI. While watching the videos, I noted when I observed one of these 11 items. After

watching the video numerous times, any item not marked as "visible" finally was classified as "not visible."

The section of the original IPI addressing facilitator trust in the learner as perceived by the facilitator was administered to John on the first night of class. These perceptions are evaluated on a 5-point Likert scale. John's perspectives and his learners' perspectives were analyzed for congruence.

On the first night of class, I invited students in the course to take the MIPI-S. Participation was voluntary. All eight students enrolled in the course agreed to participate in the study on the first night of class. Data from two students was excluded from the study because of their non-participation in all required activities; one student did not participate in the focus group or the post-survey, and the other student did not complete the post-survey. The pre-survey information gained from both of these students was excluded from analysis. However, all focus group participant "stories" are included in the focus group results.

On the first night of class, students who agreed to participate in the study completed a pre-course survey, the MIPI-S. This survey asked students to anticipate how John would interact with them over the term of the semester. The complete pre-course survey is available in Appendix D.

A post-course survey was administered on the last night of the course. The same 12 questions were asked, but with modified verb tense to reflect how John "did" rather than how John "will" do. The post-course survey asked students who responded in the affirmative to the 12th question to provide an example. The complete post-course survey is available in Appendix E.

The use of an instrument developed by the individual under investigation should help to prove or disprove whether congruency exists between practice and scholarship. However, John's responses to the instrument alone cannot provide an answer to the research question, "How does John A. Henschke's practice mirror the andragogical theory espoused in his scholarship?" One method by which to answer the research question was to compare John's survey answers to students' survey answers.

Student Participants

Table 7 provides demographic data on the students who participated in the focus group and both surveys.

Table 7

Student Participant Demographics

Current Course Enrolled Student Participant	Gender	Age Range	Previous Degree(s) or Current Employment
Dan	Male	56-65	Gifted Education Graduate Assistant and Substitute Teacher
Natalie	Female	56-65	Master's in Nursing (MSN) Doctoral candidate in Nursing (DNP)
Jake	Male	32-39	AA – Bible in Missions, BA – Bible & Theology, M.Ed. – Ed. Leadership, M.Ed. – Integrated Curriculum & Instruction, Currently principal of private elementary school
Betty	Female	47-55	BS – Sociology, MS –

			Speech and Hearing, Currently director of a private school
Josh	Male	32-39	BA, M.Ed, EdS, JD, Currently school psychologist/community college instructor
Cara	Female	56-65	BS- Speech and Hearing, MS- Speech and Hearing, Currently director of admissions and evaluations at private school and lecturer at private university
Cheryl	Female	26-31	Chose to participate only in focus group -- no demographic information provided

I conducted a focus group mid-semester to gather students' perception on John's facilitating (teaching). The purpose of the focus groups was to encourage participants to consider and provide their own views, within the context of the views of other participants and their various backgrounds, and to generate an in-depth understanding of their beliefs and experiences (Morgan, 1998). Focus group methodologies serve a variety of purposes in research, including acting as a mechanism for understanding the varied experiences of others (Morgan, 1998). Questions posed in the focus group were provided to participants in advance to allow them time to formulate responses. These questions appear in Appendix F. The focus group was scheduled during what normally would have been class time; the night of the focus group, Lindenwood University hosted a guest speaker, and classes were not held. The purpose of the focus group was explained to group members, along with the assurance that I would not share data or comment on any of the opinions expressed during the focus group meeting. The focus

group session lasted approximately one hour. The focus group was audio and video recorded, and the audio recording was transcribed for analysis.

Past Students and Past and Present Colleagues

I interviewed a purposeful sample of John's past and present colleagues and students (either by Skype or in person depending on geographic location) to analyze John's facilitating (teaching) practice for congruence with factors identified in the IPI as necessary for successful practice in adult education. I interviewed one colleague living in Germany via Skype and traveled to Syracuse, New York, to interview another colleague in person. All other interviews were conducted locally; however, not all participants spoke English as a first language. Participation in the interview process was voluntary. Interviews were semi-structured; with all interviewees asked, the same core questions (see Appendix G). Interviewees were invited to discuss any additional items at their discretion. Interviews lasted between 30 minutes andone hour depending on the interviewee. All interviews were audio recorded and transcribed for analysis. Transcripts of each interview were emailed to the interviewee, allowing participants to verify the accuracy of the transcripts in a member check. Interviewees were encouraged to add or delete material, as they felt comfortable. Other potential interviewees were contacted, however, declined to participate because they felt they did not have useful information to include in this study. Table 8 provides interviewee data.

Table 8

Interviewee Demographics

Non-Course Enrolled Participant/ Interviewee	Gender	Past Student	University Colleague	Non-University Colleague (professional organizations)	Other (family, researcher	Agrees with phil. of andragogy
Jack	Male			X		X
Andy	Male			X		
Ted	Male		X			
Pam	Female	X	X			
Will	Male	X				
Kristy	Female	X				X
Patty	Female		X			X
Ellie	Female		X			X
Deanna	Female	X			X	
Lori (Me)	Female	X	X		X	X

Secondary data included previous Lindenwood University course evaluations. John provided all secondary data, which was analyzed using the same coding process and themes used with the interviews.

Data Analysis

I viewed the video recordings of the focus group interviews approximately three times to develop an overall impression of the group, the mood of the discussion, and the eagerness with which the participants talked to each other. These essential group dynamics are not included in transcription and can be lost over time (Krueger, 1998). Transcripts of the focus group

interviews were read repeatedly to further develop an overall impression of the content, with comments and notations made in the margins. I began independent coding after approximately the third to fourth complete review. I did not code for the preselected themes (factors identified in the IPI) at this time. Utilizing the opportunities provided by technology, I created a digital playlist of all interviews and the focus group, so I could not only read the transcripts but listen to the actual recordings repeatedly.

To provide interpreter reliability and eliminate possible researcher bias in the coding process, individuals who were not stakeholders (referred to as Coders) conducted the first level of coding using the pawing technique (Ryan & Bernard, 2003). These coders were not given the preselected themes to further rule out what Ryan and Bernard (2003) called "overfit of data" (p. 4). A basic analysis began with a comparison of the phrases used by participants to answer the questions (Krueger, 1998). Working independently, these coders used different colored highlighters to identify similar phrases/ideas. Coders read the data several times to adequately assess placement of the data within coders' independent organizational schemes. The process of labeling and classifying data was followed by a search for patterns and themes. This process was repeated until further analysis revealed no new classifications. Once the coders had identified similar phrases/ideas, they met to discuss the resulting ideas and identify which phrases had resulted in these ideas. The discussion was video recorded to document the emergence of the ideas/subthemes.

After the coders determined and agreed on the subthemes, I analyzed each subtheme to determine if it fit into a pre-determined theme category. If the coder's subthemes did not align with mine, I used their agreed-upon subthemes. I identified three additional themes during the coding process; thus, when combined with the seven pre-determined characteristics identified in

the IPI, a total of 10 themes emerged. Additional analysis included reflecting on the context associated with the participants' comments, noting any emphasis or intensity of the participants' responses or any changes in participants' positions related to the discussion, and noting the specificity of participants' responses to probes (Krueger, 1998). These considerations were made concerning the audio and video recording of the focus group, the field notes, and the audio recordings of interviews, thereby amplifying the details of the focus group session (Krueger, 1998). To clarify inconsistent or vague comments or to probe for further understanding of the content, I corresponded via email with interviewees and focus group participants when necessary.

Validity and Reliability of Data Analysis

The trustworthiness of the data analysis techniques was promoted in several ways. Interviews for the focus group were video recorded, audio recorded, transcribed verbatim, and then the transcripts checked for accuracy. All interviews for this study were audio recorded, transcribed verbatim, and checked for accuracy. Data were coded by non-stakeholders who did not have knowledge of the pre-determined themes, and the coding process was video recorded. There are no identifiers keyed to individual responses. The results of the analysis of the focus group discussions, course evaluations, and other individual interviews were used to further the understanding of the congruence between John's practice and scholarship, as well as to interpret the perceptions of John's approach to learning and his facilitation of learning (teaching) as viewed through the factors identified in the IPI. The results of this research are kept in a secure, locked area with restricted access to research materials (audio/video and notes). John did not read any of this research or view any of the data prior to the defense and publication of this research.

Conclusion

This chapter included the research design, the rationale for the design, and the procedures used in this qualitative narrative inquiry. The development of the IPI, as related by John, is included in the chapter, along with the validation studies and information on other dissertations that have used the IPI or a modified version of it. The modifications made to the IPI to develop the survey used in this study are presented, along with rationale for the modifications. Included in this chapter is the development of an inventory to identify the visible elements of trust, prior to this study an instrument of this nature was not available.

Chapter 4 discusses John's interpretation of his practice. My interviews with him revealed his perceptions not only on his practice, but his scholarship and what he sees as his lasting contributions to the field of adult education and andragogy. The next chapter illuminates John's personal and professional values, influences on his practice, and stories of how he views the practice theory connection.

Chapter Four: Living Literature Review

Interviews with John

The first section of this chapter presents the story of John's practice and scholarship through his eyes. The results presented in this section provide a mirror for the stories presented in Chapter 5. Contributions to this living literature review came from formal scheduled interviews and spontaneous discussions in the office or classroom. Due to the nature of the collection of this data, I organized data into themes for ease of reading. These themes are not the themes utilized to organize this study, merely to present the data in this section. This section starts with an overview of John's practice followed by John's interpretation of his scholarship. Next are factors influencing where John chose to publish. Followed by John's view of the criticism surrounding andragogy and his perceptions of his research. Then John reflects on his role as facilitator, including course evaluation, how his practice is viewed by others, and if he is happy with his practice. Next John supplied absolutes about his practice and what he considered influences on his practice. Then John shared his view of the American and European concept of andragogy. Closing this section is what John hoped to contribute to andragogy. Chapter 7 will provide an interpretation of the stories included here and in Chapter 5.

When I asked John to share with me how he saw his practice, he responded:

When I came after 10 years or 13 years, came to the University of Saint Louis Campus, I had developed a pretty good idea of what I needed to do in classroom settings, which I had seen modeled by Malcolm Knowles in my early doctoral program, and have implemented the practice of adult education…. I was able to keep my theory well grounded… Or my practice was well grounded in theory I should say, in extension.

Research and teaching are part of every university's mission; however, over 100 colleges and universities are land-grant institutions. A land-grant college or university is an institution designated by its state legislature or Congress to receive special federal support. University of Missouri (UM) is a land-grant institution. As such, UM has an additional mission – extension. Extension or reaching out by these land-grant institutions means extending their resources, solving public needs through non-formal, non-credit programs. These programs are funded through the institution (United States Department of Agriculture, 2011).

John's role in UM extension was as the continuing education specialist. John worked with various communities in northwestern Missouri. One of his early extension projects was working with communities towards improvement of reading comprehension programs. John was responsible for establishing a continuing education program for the area healthcare providers, (nurses and other providers) enabling them to complete continuing education requirements without traveling long distances to large cities to complete these requirements. Eventually participants of this program included providers from various states including Missouri, Iowa, Nebraska, and Kansas. An average of 60 people would travel from as far away as Omaha and Lincoln, Nebraska; Des Moines, Iowa; and Marshall, Missouri. John continued his story:

> And in my campus work, my theory in the classroom was well grounded by my practice.
> So it was perfect as far as interacting the two. And it really got to the point where I
> perceived that what I was doing in my extension and in my campus work, at University
> of Missouri, on the Saint Louis campus, and on the extension, as being kind of seamlessly
> woven together. So that's where my practice is today in terms of that's how I see my
> practice...that the theory and practice need to go hand in hand, need to be congruent, and
> need to be consistent with each other.

An important aspect of this study is John's scholarship. John was not on the tenure track at UMSL because of his role at extension. Meaning, John was under no obligation to engage in research. Therefore, his research was a reflection of his desire to contribute to his field through research. To explore what his scholarship means to him, I asked him to share its origin and his interpretation of his scholarship.

> I don't have all the exact timing [most of John's publications started after his transition to joint appointment] of where my scholarship really began to come into its own…. I realized what people were saying about andragogy and about his [Knowles] take on it. And what they did and didn't like about it. And I said well…maybe I can investigate that further. And I wanted to take the argument beyond Malcolm being the best thing since sliced bread, or being on the other hand, the worst thing that happened to the human race, and take the discussion about andragogy beyond that to see what the world wide publication was regarding that. And, as you can see, it's after 13 years, still continuing in that regard. And I've done a lot of publishing along those lines…. But my scholarship, and my research and my practice began to emerge out of that. My first article, you know, chapter that I wrote (1987), was the building blocks, *Training Teachers of Adults*, the building blocks, the five building blocks that have to do with that.

While this was the first major publication and the start of John's evolution of scholarship, this was not his first publication. During John's years exclusively with extension John contributed to the literature of the field; however, this is the first book chapter, and thus, John considered it his first major publication.

> And then I decided that I wanted to perhaps, develop an instrument that would be other than the behavioral one Gary Conti developed on the Principles of Adult Learning Scale.

The Principles of Adult Learning Scale (PALS) is a 44-item instrument designed to measures the frequency with which one practices adult education teaching/learning principles identified in the adult education literature (Conti, 2004, p. 79).

> And I said there needs to be feelings of behaviors, I mean, feelings and beliefs beside behaviors in that…. That became a major thrust of andragogy and my take on andragogy, in which, as you well know, the whole concept of trust has emerged and really has taken on, not a life of its own, but as a solid, foundational concept that, to me, undergirds andragogy in a way in which I had never anticipated that it would. And it really has done a lot to solidify what my…what I see; one of my major contributions will be to the literature.

Continuing on the subject of scholarship, John shared his story of an early international conference, which he saw as an initial step in the direction of his research. The conference was held in 1993 at Oxford University-Wadham College in Oxford, England. This was only John's second international conference presentation. The title of his presentation was *Theory and Practice on Training and Professional Development in Adult and Continuing Education* (1993). His first international conference presentation was in 1990 in Vancouver, British Columbia, Canada. The title of his first international conference presentation was *Preparing Correctional Resident/University Degree Candidates as Adult Literacy Tutors* (1990).

> I submitted a proposal for a conference over in the UK. And it was accepted and went well, and that was really one of my big debuts in terms of the issue that had to do with research and practice, and the interaction of that, and the coupling of learning and performance. And the whole idea that they are two sides of the same coin. And so my research has taken on that particular thing.

When discussing factors that contribute to John's decision regarding where to publish his research, he told the story of the first time he submitted to a leading publication in the field. John presented *Contemporary Historical Research in Adult Education* an extension of his doctoral research at the Adult Education Research Conference held in Chicago, IL in 1974. At this conference, one of the editors of a leading publication approached John with a request to publish his presentation material. John responded that he did not feel the work was ready for publication; however, the editor assured John that it was, and the publication would work with him to ensure any necessary edits.

Leary, but trusting, John submitted [in 1974] the work only to receive multiple scathing reviews that the work was not ready or worthy of publication. John then shared his experience of finding a comfortable, welcoming atmosphere at the Midwest Research-to-Practice Conference. John mentioned numerous publications to which he regularly contributes. However, to him, the most important criterion for contributing to a publication was that he was able to control the content rather than the publication. John admitted this selection criteria may have eliminated some of the more widely read journals in the field, and thus his research may "not [have] gotten the recognition that other places might have gotten." However, after his initial negative experience, he was cautious about publishing because he "wanted to contribute to the field" not simply publish for the sake of adding another publication to his CV.

In a similar vein, John reflected on his scholarship, stating:

But basically, my own scholarship has to do with finding that path within the field, not being dictated to by anyone else, and not subjecting myself to things like that [being told what to write] but that I would feel like was worthy of my time. But going in the direction where I felt like I could make a contribution and have the opportunity to

contribute what I conceived of as important and what I felt like was the call to the Lord upon my life.

In this next section, John shared his view of the criticism surrounding andragogy. In the introduction of this study, John's introduction to andragogy and connection to Knowles were established. In Chapter 2, the controversy and criticism surrounding andragogy were discussed. Some of that criticism was that Knowles did not conduct enough research to establish andragogy as a scientific discipline. John reflected on this criticism, sharing:

> The people who talk about his [Knowles'] writings, write about stuff that is not reality when you come to have personal contact with him in the classroom setting, and that is part of the issue. That they write about a Malcolm Knowles that is only their take on his writings and is not an understanding of what they may have gotten through their personal interaction and contact with Malcolm. And in part you are experiencing that with me. Okay? If all people have seen is my writing, they'll have a different take on who I am, what I am, and so on, than what you do. So if you see that, it's just like a marriage. I can look at someone from the outside, "well I wouldn't want to be married to that person," and someone else can say the same thing, and yet, when I look at the 54 years that my wife and I have been together, it sure is a different take than I would have on anybody else that I'd never been married to. Because our lives have intertwined themselves with each other. Just like our lives with Malcolm as a facilitator.

Along this theme, I asked John what he saw in Knowles' writing. He stated:

> Well what they're seeing in his writing and what I see are two different things. I see the congruence in his writing, what he said he was as a generator of practitioners, not a researcher. They want to make him into a researcher.

Considering John's perception of congruency between Knowles' practice and

scholarship, as well as of the body of research John himself had generated over his years in

practice, I asked him if he felt that his research reflected him as a practitioner. He responded:

> Well the *training teachers of adults* (1987) that I did in 1987 is probably the foundational
>
> one that I had used and that's basically what I had generated out of my practice and out of
>
> my experience … the fact that (Building Blocks) has found its way into a course and I've
>
> used that in numerous places around the world ….

Some of the places John is referring to are Peoples' Republic of China, South Africa,

Brazil, and Thailand. John continues his reflection, "An offshoot of that is my living lecture that

I've written about, published, and researched, and I have used that in even more places than I

have the building blocks."

John uses the living lecture in almost all of his presentations. The living lectures allows

for audiences to actively participate in the learning process. While John uses the living lecture in

most of his university courses, seminars, and workshops held in the USA, he has also used the

format internationally, locations include Germany, Austria, Hong Kong, Peoples' Republic of

China, South Africa, Brazil, Thailand, and the United Kingdom. John continues:

> My writing is very foundational, has to do with the building blocks. And that comes out
>
> of the second building block, which is, *Perceptions Concerning the Qualities of Effective*
>
> *Teachers* …they're all intertwined…all those five building blocks are intertwined
>
> together, they're inseparable because they are all part of this comprehensive whole. But
>
> this whole businesses of teachers' trust in learners. And they're all trying to generate
>
> learner trust in themselves as learners, and that whole thing. And that comes back to the
>
> base of the person as a learner. The person…enacting, their given nature, of the way in

which they have come into being and they are who they are…to me, is probably my place where I hang my hat, if you will. And even deeper than that, has to do with the research…I didn't start out that way, knowing that this is where it would come…but the research in the 'trust' issue is probably the most important piece of my research that has been not only quantitative, but qualitative. It really brings it, and centers it down on the person and on the nature of relationships within organizations. [Which is] The whole trust factor. That an organization can flourish when there is an element of trust among the ambience beyond the people that are there.

John asserted that almost without exception, the strongest factor in the instrument has remained "Teacher Trust of Learners." This is reflected in all 14 completed doctoral dissertations using the IPI/MIPI and in John's vast experiences where he has used the IPI. John is not the only individual to assert the value of trust; Covey (2006); Young (2008); McLagan & Nel (1997); and Risley (2012) all asserted the necessity of trust.

John shared his perception of Knowles as a facilitator, noting that he felt that he and others who had experienced Knowles as students had a different view of Knowles than someone who merely had read his work. Thus, I asked John what he hoped learners perceived about him as a facilitator. He responded:

Probably that their relationship with me and my relationship with them will have contributed, something that they perceive of is some value to their life. I perceive it as being valued. Because every one of the students that I interact with end up adding value to my life. In terms of what I, what I continue to hone and shape and sculpt as far as my enacting my perception about the marriage of theory and practice and research in andragogy and adult education.

I asked John how he viewed others' [students' and colleagues'] perceptions of his congruency. He revealed,

I have never really concentrated on that. How are they going to perceive me as doing "da da da da…." But you see that whole business about theory practice being congruent, Malcolm enacted that from a humanistic standpoint, and I drew it out from the scripture where the book of James says, "be a doer of the word and not a hearer only." Don't go and look at yourself and see what needs to happen, or what needs to be, and then go away and say "I'm forgetting about that." I've tried to be consistent but I don't think I've ever spent time worrying, I mean if I have, it's been so miniscule that I don't recall a whole lot about that.

When John made the comment that he did not spend time worrying about what others [students and colleagues] thought and his statement "Don't go and look at yourself and see what needs to happen, or what needs to be and then go away," I wondered why he never took the risk and asked the students. In Chapter 1, I revealed that John had considered adapting the IPI for student use but did not. Here is another example of John knowing what he should do yet not connecting this with the need to risk finding out what others thought regarding his congruency.

I then explained that for my research, I had collected and reviewed all of the course evaluations since he started teaching at Lindenwood. I asked if he had ever looked at them, and he said no. He went on to explain the he vaguely remembered someone telling him that they were available online, but until I showed him where he could locate them, he had not viewed them. I then redirected the question to UMSL course evaluations, and John explained that UMSL, department secretaries collated the data and provided the feedback at the end of each semester. He then commented regarding whether or not the evaluations influenced him:

Always. Because not only did I get the feedback from the paper and pencil things, I

always used part of the last [class] session as…now that you've said what you've said,

I'd like to get some real feedback, "how could we have done this better, what do you feel

like you're taking from this?" and I'd always take one thing from each class as to what I

could implement the next semester, in terms of seeking to improve what I was doing.John

then reflected on what he hoped learners gained from his courses:

I think I've mentioned this in some of the classes, I hope when this class is over, you

won't say "PHEW, I'm glad that class is over." Instead, I hope that they [the learners]

will have been put in touch with their curiosity in a way that becomes deeper as time goes

along. The more courses they have, the deeper they will become with their curiosities

and say, "I just want to know this…I've just got to pursue this." That, to me, is the be all,

end all, as far as I'm concerned. Because I believe, they can be trusted to move forward

with what they need to do and what they will do, as time goes along. I'm not interested

in turning them into clones of me if you want to use that terminology, or doing exactly

what I've told them to do. But I want it to turn into that they will do what is really

perceived by them as being the most benefit to them in the long run. In some way, that's

depicted by the idea it is the relationship that teaches.

If it is truly the relationship that teaches, and for this study, relationships with John center

around his practice, then what does his practice look like? During the multiple conversations

held with John, I asked him what he thought his practice looked like to others. Here is what he

had to say,

I don't know that I've really ever thought about that. I think probably sometimes my

practice looks like a wacky guy..."What is he up to?" …people have told me this…that

you do everything you say… I think that there are those who do perceive me as being

consistent with the concept of andragogy in allowing them to move ahead with what they

feel like, is the most important things they need to move ahead with, despite the fact that

it may be sometimes counter to what the system would be inclined to say.

John was referring to the typical educational system that is very structured and has a

predetermined set of steps or criteria. For example, everyone in class will interview 10 leaders in

the field of education, which include a school principal, district superintendent, school board

member, and others of this nature. For those students not interested in the K-12 educational

system, these interviews are meaningless. Some students already may be leaders in their fields,

such as a department chair at a community college, so a project reflecting their individual

interests would be more educational.

To follow up on the previous question, I asked John if his practice looked like what he

wanted it to, and he responded:

Well, I think it is pretty well what I want it to be. I think if there is anything that I have

done over the years, it is that I have sought to be true to myself, and when I'm not

satisfied with where things land at a particular point, I always say "well I have to do

something about that, I've got to change that or adjust that" so that it's more in line with

where I want to be satisfied with it. And I will be feeling like I am doing what is my

"call" if you will. I, in terms of looking at that...I would say that I probably am working

on improving my practice continuously, and I think as time goes along, that I am more

satisfied with how other people see my practice. In other words, it's coming up a little bit

by little bit all the time. And I think if it begins to hit me that I'm not perceived like I

would like to be perceived in the years to come, it would be a pretty good indicator to me that it's time to hang it up [retire from the field].

While John may not have given thought to how people perceived his practice, he was conscious of what guided his practice. I have heard John say more than once that "the six assumptions are beliefs and notions about adult learners, they are not absolute truths," followed by, "This is my belief, this is how I believe adults learn and it guides how I enter into interaction with learners".

I asked John if there were "absolutes" that he felt defined his role as a practitioner, as an adult educator. He said:

> When I went to the University Missouri St. Louis I thought about trying to help to establish a graduate masters and the doctoral program in adult education... when I became aware of the fact that I would be involved in doing dissertations ... I came to terms with myself and came down to two major thoughts.
>
> That I would never allow a student to get caught between the arguments that two faculty members had, for example a committee member saying unless you have a particular conclusion you cannot go forward. I would never allow that kind of thing to take place, and there have been occasions where I had to work on removing people from the dissertation committee because of some of those kinds of problems, and so I enacted that particular thing.

John was a member of 87 doctoral dissertation committees. He was the chairperson of 43 of those dissertation committees. He has worked with students from six universities on dissertation committees including UMSL and Lindenwood University. The second of John's *absolutes* also involves doctoral dissertations. John continues:

> And the other thing is that I said I would not allow shoddy work. I would not
> tolerate shoddy work for a dissertation to come in that was less than what I thought
> that it would be. It never would of course, come up to whatever standards a bunch
> of other people may have wanted who were not on the committee. Since you can
> find them [items others not on dissertation committee think student should include]
> in every one of the dissertations I have ever done …I could submit my dissertation
> as well as other peoples' dissertations where I would find somebody or somebodies
> who would not be satisfied with the work. As far as I was concerned I felt like that
> I would not allow shoddy work, that I would require quality work for dissertation to
> be done and accomplished in order for me to allow it to pass my approval, and pass
> what I felt like was an important piece of work that needed to be done.

While conducting interviews for this study, participants shared their perceptions,
regarding what they felt influenced John's practice. John's relationship with God has been an
aspect of not only his personality, but of his whole persona that many of his colleagues and
students commented on during the interviews. I, too, have observed this aspect during my time
with John. However, over the last year, John has shared stories of how people within the field
have commented that by allowing John to undertake a dissertation research study on him,
Knowles was promoting a "cult of personality," which has led some to interpret Knowles as the
formative influence on John's practice. To clarify his influences, I asked John what he
considered more formative to his practice.

> Oh....I would say probably my call into the ministry. And my call into adult
> education...my call from the Lord, because that has ultimately shaped my take on
> Malcolm…. My call has brought me in touch with the people that I've been brought in

touch with over the years. There is no way to separate that and say well "I'd be a totally

different person, or I'd be better off, or I'd be worse off," or whatever, if Malcolm hadn't

come into my life. The issue is I would not be an andragogue, probably, if Malcolm

hadn't come into my life. And I have related my andragogy so closely to part of what my

call is... my call in life. Because I do them in a very andragogical way and so Malcolm is

part of the warp and woof [essence] of my call and the way in which I have enacted

things up to this point and will continue…. Because they are part of the influential

network, if you will, that God has brought into my life to carry things forward.

Continuing along this line of questioning, when asked what he saw as the difference

between formative and shaping, [usually considered the same, defined as – formation,

development, or growth, for example, in the formative years; and shaping – the molding: a

formative experience] he commented:

"Well the shaping...is the generic [what influences every adult educator or andragogue]

and the forming [formative], in part, is the uniqueness [what influenced John]."

John then continued by sharing this story:

I don't know if he uses this in the later editions, but in the first edition of 1973 of the

adult learner...he (Knowles) said..."I want you to know that I'm a missionary." And he

says [I'll try to convert you.] But he said [here's what the whole business is about the

adult learner and the bringing about of the adult learner is so on and so forth. I'll try to

convert you to my way of thinking. I'm a missionary. I'm an evangelist] and I don't

doubt for one minute that I couldn't say [oh, I'm a missionary]. If you don't believe that

I'm trying to influence you in some way and so forth...take another thought. Because I

am who I am and that is part of the relationship. I'm not trying to make people into

something other than andragogues if you will, but I think [make] is probably not the word

I want to use but it's like influence and nudging, encouraging, supporting, and cheering

you to become who it is you are. Because I see that kernel and the seeds of andragogues

inside of people.

This statement prompted me to ask, "What if they don't want to be andragogues? Are you

okay with that?" John simply answered,

I'm good with that. I would weep if I weren't good with that. And there are times that I

do weep. There are lights that I see and so forth, lights that are in my life that I wish

were in some other people's lives, but they turn their back on it.

This quote demonstrated John's respect for people as individuals. John acknowledges

that the roots of andragogical methods are simply the natural way adults learn and in turn teach.

Andragogy is a common sense approach to learning if an individual has not been exposed to

other learning methods or teaching methods then in general, the andragogical approach simply

makes sense. However, John is aware that people have been exposed to other models and that

for some individuals the andragogical model is not their choice. John accepts people for who

they are as individuals, John would not be happy with himself if he felt otherwise.

During my research, the criticism of the American version of andragogy came to light,

along with details of the European version of andragogy (Long, 1991). One of the main

differences is the American perception that andragogy is synonymous with adult education.

When John was asked to clarify his view of this, he stated:

Andragogy is a part of the adult education field. For me, it's the most prominent and

most important, but I'm not of the bend of mind that say it's andragogy or nothing...or

everyone else needs to come to the andragogy arena. But I see it also that others perceive

it as a phase that was gone through, and that phase is gone now. I don't see that. I see it

as being very foundational to the field. That's why I've devoted the energy and effort

that I have to it. Not hoping that the whole field will finally come to my way of thinking

but that it will make its contribution...just like other pieces of the field make their

contribution to the field [for example transformational learning].

As a continuation of this question, I then asked if there was one version that John

identified with more than the other, either American or European andragogy. In 2006, John was

in Germany for a dual conference; the 11th Conference of the History of Adult Education and the

International Society of Comparative Adult Education when Dusan said to him,

"Your research, has done more to build a bridge between the US and European

andragogy than anything else." He said, "When you get your next version ready [An

International Capsule of a Perspective on the History and Philosophy of Andragogy

(Henschke, 2010c)] on andragogy, and you want to publish it, we'll publish it in our

journal in Serbia. Our readers are more familiar with English than they were when you

published your original article, (it was translated into Serb)". So I see it as being a

combination of both. The whole warp and woof of what I've done with andragogy and

how I brought the stuff together, and what I see is the philosophy and the history and

themes, I think is an amalgamation. And andragogy has many permutations...has many

aspects to it. And the thing I've seen so much of is too many people leave out what is

probably one of the main bodies of literature in andragogy. They haven't looked at the

330 articles that I have put in those iterations (Henschke, 2011b).

Considering John's belief that he combined the European and American versions of

andragogy, I asked him if his definition of andragogy was the same as Knowles's definition; his

response was that he felt the definition needed to be expanded. John's definition of andragogy is that andragogy is a scientific discipline studying the theory and processes for learning, teaching, instruction, guiding, leading, and modeling/exemplifying a way of life, which helps adults fulfill their full degree of humanness. Finally, I asked John what he felt his contribution was to andragogy, and he responded, "Well I want it to be a fairly articulated point of view on the history and philosophy of andragogy." John then shared how he initially became involved in writing the history and philosophy of andragogy:

> I turned that (previous research), one day into the history and philosophy, simply because I had opportunity...somebody said... "I want you to do history and philosophy. Do you want to do history and philosophy of andragogy or history and philosophy of adult education?" Well I went into andragogy, and nobody else was, and there were already six books in English on the history and philosophy of adult education. And I said "what can I add to all that?" And that's how I turned all of what my research had been and took those items and turned it into a history and philosophy. So it's the same literature, but it's taking different approaches for it.

John is referring to research on the history and philosophy of andragogy that he and a colleague, Mary Cooper, started while working at UMSL. Their original approach was identifying the themes in the andragogical literature, now John's research includes the history and philosophy (Cooper & Henschke, 2001b).

Selection of John A. Henschke's Scholarship

Individuals can reveal themselves to others in many ways. One common way is through the use of language, such as when the storyteller seeks to unravel a tale for the listener. This story not only relates what the storyteller wants people to hear and understand, but also reveals

who the storyteller is as a person. John A. Henschke is a person who reveals himself through

words and actions. While working in the field of adult education, John has published 136

articles and written 345 conference papers. These articles and papers are a reflection of who he

is as an individual practitioner and as a scholar.

This selection of scholarship is organized into themes that I felt reflected the evolution of

John as a scholar while mirroring his assertion that he is foremost a practitioner. I selected the

scholarship for this section from my background research for this study. The final determination

of scholarship to include here was made after I conducted the final interview with John. During

that interview, I asked, "What scholarship do you feel is most reflective of who you are, or

reflects what you would consider your greatest contributions to the field of adult education?"

The scholarship I selected included all items that John identified in the interview. The following

selection of these revealing articles is by no means exhaustive.

John's initial research. John's first documented research in the field of adult education

was his doctoral dissertation entitled *Malcolm S. Knowles: His Contributions to the Theory and

Practice of Adult Education* (1973) while at Boston University, Massachusetts. This study was

not only John's first research in adult education, but the first doctoral dissertation in the field of

adult education completed on Knowles, as well as the first research on a leader within the field of

adult education. In this dissertation, John described Knowles as a "field builder" in adult

education whose ideas on andragogy became the central core of his contributions to the theory

and practice of adult education.

After completing his doctoral dissertation, John practiced in the field as a continuing

education specialist with University of Missouri extension in northwestern Missouri, but

according to him, he was not in a position to dedicate the required time to publishing (personal

communication, May 21, 2012). This time restraint is seen in his almost complete absence of

publications. Over a 13 year period John only published 11 articles. The articles are available in

his CV, located in Appendix A; they are a reflection of his work in extension. Prior to 1987 John

was the only faculty working in the adult education department at UMSL. Then in 1987

additional faculty joined the adult education department. John attributed finally having the

ability to dedicate time to research to the additional faculty.

Starting in 1987, John began to reveal who he was as an adult educator and practitioner

of andragogy through publications. After 22 years practicing adult education, John was asking

questions regarding what was needed to successfully practice in the field of adult education.

His first major publication addresses that question. In his article "Training Teachers of

Adults," available in *Materials and Methods in Adult and Continuing Education: International

– Illiteracy* (Henschke, 1987, p. 414-422), he posed an andragogical model for preparing both

new and seasoned adult educators to ready them for engaging adults in active learning. The

five building blocks of this model are beliefs and notions about adult learners; perceptions

concerning qualities of effective teachers; phases and sequences of the learning process;

teaching tips and learning techniques; and implementing the prepared plan. In John's article

Building Blocks for the Adult Learning Experience (2011e) published in the proceedings of the

30th Midwest Research to Practice Conference, he shared his successful use of the process,

citing locations and groups with audiences from eight to 275 participants. Many of the

presentations were invitations to present the building blocks material. These five building

blocks have since become known as the building blocks in adult learning foundations (John

teaches a doctoral course named Building Blocks in Adult Learning).

Building on his personal practice and the literature available in the field in 1989, John developed an andragogical assessment instrument entitled the Instructors Perspectives Inventory (IPI), the structure used for this study. This instrument was described and evaluated previously in Chapter 3.

Practitioner concerns. In the article "Theory and Practice on Training and Professional Development in Adult and Continuing Education" (Henschke, 1993) John attempted to provide clarification of the definitions of theory, practice, and curriculum related to preparing adult educators. John advocated congruency between theory and practice.

The article "Theory and Practice on Preparing Human Resource Development Professionals" (Henschke, 1995) provided John the opportunity to focus on describing numerous different occurrences with groups in various settings. In this article, John described his understanding and adaptation of Knowles' theory of andragogy and then detailed some of the results he considered successful in using that approach with the participants. John's adaptation and utilization of Knowles' theory provide the reader insight into his values as a practitioner of adult education and as an andragogue.

John provided alternatives to what could be called the "static" lecture or "information overload" in one of the first papers he authored after completing his dissertation. John presented, for the Educational Ministries, an article entitled "How to Use the Lecture as a Learning/Teaching Technique with Adults" (1975). In this article, John posed that "listening teams" used in conjunction with lecture enhance the lecture and present the audience with the opportunity to interact, thus engaging them in the subject matter. This technique has come to be known as the "living lecture." The value John placed on the learners' engagement in the

learning process at such an early stage in his career is foretelling of who he is today as an adult

educator.

Continued evidence of John's belief in and the value he placed on the use of the living

lecture is seen in his 2009 article entitled "The Dynamic of a Living Lecture in Career and

Technical Education" (2009b), available in the *Handbook of research on E-Learning*

Applications for Career and Technical Education. In this article, he discussed both the strengths

and weaknesses of the lecture, offered a theoretical context for maximizing the benefits of the

lecture, encouraged the implementation of active learning techniques into the lecture and

suggested different groups that could benefit from this lecture format, thus providing a glimpse

of John's priorities and who he is as an adult educator.

John's use of the living lecture starting early in his adult education career, 1975, and

carrying through to the most recent Midwest Research-to-Practice Conference (September 2011),

where he presented a paper titled "A Living Lecture for Lifelong Learning" (2011a), attests to

his belief in this method. It is clear that the living lecture is a contribution to adult education that

John and others consider valuable.

An example of John's belief in addressing practitioner concerns is the addition of a

category titled *Practitioner Concerns* in the recent Midwest Research-to-Practice Conference

(September 2011). Another example of John's dedication to practitioner concerns was his article

in the *Adult Learning* September/October 1992.

In the "Up Front" section of the *Adult Learning* September/October 1992 article entitled

"Practicing What We Preach," John asserted that adult educators should utilize adult education

principles both within and outside the classroom. This article focused on the conference setting

and encouraged adult educators to implement more of the principles they teach in their own

conference experiences and presentations. Examples include the use of the living lecture and discussion verses standing and reading a paper. Or ice breaking exercises, the simple act of allowing time for introductions established an atmosphere of comfort. These are all examples of adult education principles suitable for conferences.

John's belief in the andragogical concept of modeling is evident in his article "Modeling the Preparation of Adult Educators" (1998b), in which he affirmed that, in preparing educators of adults, andragogy became a way of being or an attitude of mind and needed to be modeled/exemplified by the professor. He used the old adage, "if we are not modeling what we are teaching, we are teaching something else" (p. 12).

Andragogy beyond Knowles. In *Historical Antecedents Shaping Conceptions of Andragogy: A Comparison of Sources and Roots* (1998a) John first asserted that, long before the term andragogy appeared in published form in 1833, ancient Greek and Hebrew educators and possibly others, used words with similar meanings. He asserted that although such words were antecedents to andragogy, they included elements of the concept that have come to be understood as core components of andragogy for example the assumptions regarding adult learners. He attempted a descriptive definition of andragogy that moved in the direction of establishing it as a scientific discipline of study.

This move starkly contrasted with what others considered to be the fading influence of andragogy at that time. John investigated even earlier in history and claimed that the language of the Hebrew prophets, before and concurrent with the time of Jesus Christ, along with the meaning of various Hebrew words and their Greek counterparts -- learn, teach, instruct, guide, lead, and example/way/model – provided an especially rich and fertile resource for the interpretation of andragogy. He expected that by probing these words and elements in other

writings, a more comprehensive definition of andragogy might evolve. In this paper (Henschke, 1998a); John's elaboration of andragogy reflected not only his view on the theory, but also his belief in the future of andragogy.

John continued to build on the foundational theory of andragogy by providing historical accounts of its use. In both "Beginnings of the History and Philosophy of Andragogy, 1833-2000" available in *Integrating Adult Learning and Technologies for Effective Education: Strategic Approaches* (Henschke, 2010a) and "A Productive Decade of Andragogy's History and Philosophy 2000-2009" published in *Assessing and Evaluating Adult Learning in Career and Technical Education* (Henschke, 2010b), John demonstrated an understanding of the value of studying the past to provide a solid foundation for the future.

John's values and attitudes towards andragogy are evident in his joint effort with Cooper in 2001, through which they identified 18 English language articles and studies as foundational to the theory of andragogy in its relationship to practice. Their resulting article is titled "Andragogy: Its Research Value for Practice" (Cooper & Henschke, 2001b). This article demonstrated the continuing discovery and expansion of a much broader conception of andragogy than Knowles'. John and Mary referenced and analyzed more than 200 documents to form the international foundation for the linkage of research, theory, and practice found in this article. The research was outlined in the following 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 the American Concept of Andragogy; Practical Applications of Andragogy; and Theory, Research, and Definition of Andragogy. This article was later translated into Serbian. It then appeared in the *Andragogy Journal*, published in Yugoslavia to an audience largely acquainted with andragogy.

An extremely telling piece of John's work was *"My Gift Outright" (Regarding Andragogy*) (2004) Available in *Collected poems, prose, and plays,* (Paraphrase of Robert Frost's *Our Gift Outright*), in which he stated:

Andragogy belonged to us before we belonged to Andragogy. Andragogy was my longing desire in living, teaching, and learning for a few decades before I was her educator. Andragogy was mine in undergraduate school, in graduate school, in theological seminary, in clinical training, in parish ministry, in doctoral studies, in university faculty, in consulting with various organizations throughout society, but I belonged to Pedagogy, still captive, possessing what I still was unpossessed by, possessed by what I now no more possessed. Something I was withholding made me weak until I found it was myself I was withholding from the dynamic, vibrant idea of Andragogy, and forthwith found new educational and living possibilities in surrender. Such as I was I gave myself outright (The deed of gift was many deeds of dialoguing with others about Andragogy) to Andragogy vaguely realizing a new idea embodying teaching, learning, and living, but still unstoried, artless, unenhanced, such as Andragogy was, such as she will become.

This work provided a view of John's feelings not only on andragogy, but on how andragogy permeated every element of his life and what andragogy meant to him personally.

John's international contributions. In work such as "A Global Perspective on Andragogy: An Update" (2008), as well as articles co-authored with Cooper, for example, "Andragogija, Osnove Teorije, Istrazivanja I Prackicnog Povezivanja" (title of translation) (2001a), John provided insight into his growing perspective on andragogy and its implications to not only national but international adult education. This insight was reinforced in "Expanding

Our Thinking About Andragogy: Toward the International Foundation for Its Research, Theory and Practice Linkage in Adult Education and Human Resource Development– A Continuing Research Study," one of the first detailed papers on the worldwide foundation of andragogy in the English language, published in the *Romanian Institute for Adult Education Yearbook* (2007a).

With his publications "Engagement in Active Learning with Brazilian Adult Educators" (2009a), "International Research Foundation for Andragogy and the Implications for the Practice of Education with Adults" (2006), and "Additions Toward a Thorough Understanding of the International Foundations of Andragogy in HRD and Adult Education" (2007b), John continued his rigorous scholarly engagement in the field of adult education. He continued to reveal himself as an andragogue and supplied a view of what he wanted his contribution to the field of adult education and the theory of andragogy to include.

Recent scholarship. John's most recent work has included contributions to national conferences. One such contribution was his ongoing research depicted in "Research on the Historical and Philosophical Foundations of Andragogy: Expanding Horizons and Deepening the Search in 2011" (Henschke, 2011b). "Trust in Learning- Makes All the Difference; If Absent, Nothing Else Makes a Difference" (Henschke, 2011c) is another example of current research presented at a national conference. John presented this to the national AAACE conference in November 2011. In his session, he asserted that trust is the key component to learning. John provided examples of his use of the IPI and the various locations around the world where he has utilized the IPI. Each use validates that trust is the strongest factor.

This topic was also included as a book chapter entitled "Trust in Learning—Makes All the Difference" (Henschke, 2012b). Trust in Learning describes the development of the IPI,

validations of the instrument, how the instrument continues to be used in doctoral dissertations

providing examples of learning experiences where trust is the key element in the learning

process. Other recent research included "Nation Building Through Andragogy" (Henschke,

2012a) where John illustrated the value of andragogical methods for helping individuals learn

self-sufficiency while growing their nation.

In "Considerations Regarding the Future of Andragogy" (Henschke, 2011d), John

provided the readers with the history of andragogy, critical views of andragogy, established and

current research on the subject, and what he in visions for andragogy's role in the future of the

field of adult education. John concluded the article with an invitation to scholars to visit

www.lindenwood.edu/education/andragogy/index.html the website hosted by Lindenwood

University to read the collection of andragogical research by various scholars. John's recent

scholarship extends to the reader a deeper view of who John is as a practitioner and scholar.

Conclusion

The first section of this chapter included John's personal stories of events that helped

shape him as a practitioner and as a researcher. John provided interpretations and perceptions of

his practice and scholarship, his relationship with Knowles, his relationship with learners, and

what he hopes learners gain from him. The first section concluded with what John considers his

personal contributions to the field of adult education, regarding andragogy in particular. The

second section included scholarship that provides a mirror for John's practice. A brief analysis

of the scholarship was provided, providing the reader an understanding of the research to allow

interpretations of congruency. The next chapter focuses on John's colleagues' and learners'

perceptions of him, including details of a focus group held with learners in one of John's Spring

2012 courses.

Chapter Five: Perceptions

Colleague and Former Student Interview Results

This chapter presents the results of interviews conducted with past and current colleagues and students. The findings of these interviews are presented through the framework of the seven characteristics identified in the IPI. During the coding process, three additional themes emerged; they are presented after the seven characteristics of the IPI. A total of 10 themes emerged, though not all participants had stories to share representing each theme. The "stories" are clustered by each participant's relationship with John, beginning with past student comments, then those of university colleagues, then colleagues from outside the university setting, such as those who have interacted with him at conferences, and finally my perceptions as a conclusion to each theme.

Planning and delivery of instruction. Will and Kristi, both past students of John's, shared their experiences of how John delivered classroom instruction. Will said:

He does the living lecture, I've seen him do that, and I think that works, I think that's one model for getting people to participate. The secular version of that would be just active learning, the concept of active learning, and adult education is very much about that, about drawing people in so they actually create the knowledge. You know all the tools we have now, especially the outline tools, the collaboration tools we have now, the social networking tools are incredibly useful for that. You could take John's model for the interactive lecture [living lecture] and put that on a collaborative wiki site, and you could have the same thing online. And I'm thinking about online because that's where I live.

This is an example of how students take strategies learned in John's courses and implement them into their individual practice. Will continued his story:

He has student leaders, people who actually create questions for the different discussion

areas, so people taking [take] an active part in the process of the learning process for the

course. And the interviews you do [students in class], you conduct those interviews so

that's another active... most pieces are active and then reflecting, there's a reflective piece,

that's usually a discussion piece, and there's the assessment piece, which is a... you either

do it or you don't do it in terms of a discussion board or a class discussion in terms of the

learning contract. In either case, you pretty much define your assessment, so you really

are in control. But even to frame that whole thing, is he does that, going back to the piece

about enabling the learner, he enables you, or he empowers you to do. And it's not like

he even says, "Okay you have the power now, you can do what you want to do;" it's his

whole orientation towards the class, towards the content, and towards you the student. . . .

He definitely provides a model for people to follow.

Kristi reflected on the big picture of what John's practice looked like to her. She believed that:

John is a person who lives, practices, and demonstrates andragogy all the time. He

models it. But it's not just in the classroom, he practices it continually, he demonstrates

it, but those demos [modeling behaviors]…he's not doing demos in a contrived way.

They are authentic and what you see every day, whether I am in a Friday afternoon

meeting with him or in class. I'm watching the modeling and it goes on all the time. And

that modeling isn't something that he just does, just because he wants me to see it, that

modeling really is who he is.

There are times when he's sharing his ridiculously important information with us and yet

still brings us into the conversation even though the people who are listening clearly don't

know as much about andragogy as John does.

When asked what John's facilitation looked like, Kristi replied:

I have observed John facilitating, and it runs a gamut as far as I'm concerned. John's

facilitation skills are a spectrum, if one could conceive of the spectrum where 10 is total

facilitation where the person facilitating really is a participant in the room and zero could

be conceived of as a professor who stands in the front room and lectures for 50 minutes.

John would always be on the high end of that spectrum somewhere between 8 and 10. I

just mentioned that there've been times when Dr. Henschke will stand in front of the

room, pull something up from pc common, maybe walk us through a discussion where

he's clearly leading the conversation. Most of the time it's important to note it's not a

lecture, it's a conversation…it's not the same thing as a lecture, it's important to make

note of that. John's conversation inspires people to be engaged, so even when John is

leading a conversation he is never the guy in the front of the room talking for 50 minutes.

One of John's daughters, Deanna, participated in the study. She had heard all these

stories about how wonderful her dad was as a teacher. Wanting to see what all the "talk" was

about, she participated in two courses. This is her impression of how John conducted a class:

What they've (the students) learned, gives them the opportunity to lead; he doesn't really

do a whole lot of talking. Just exploring whatever it is that they're interested in in

whatever the particular subject is. Rather than just sitting in a class with the teacher just

reciting all types of facts and figures, or that type of thing. A lot of participation,

interaction between the students.

I really enjoyed the interaction, like the initial classes where people were able to

introduce themselves, tell where they're from, what they do, and I think that definitely

opened people up to one another, communicating with one another. Just because there's

somewhere to go as far as it's just not some strange face out there that they don't know

who it is. This person is in my class. But he's [John] good at listening and asking

questions to get people talking and then sit there and listen, kind of let it draw out, draw

people out. But then also, I remember one particular incident where one of the students

ended up kind of going down a rabbit trail about something that didn't really matter and

he was kind of like, okay, and he just kind of politely listened, and at the right time was

able to kind of, okay well bring it back to what we're supposed to be addressing here.

He really does leave a lot of room for the students to share.

Pam has been both a colleague and student of John's, and she shared the following

memories of her time in class as a student:

He is certainly one that does purport andragogy and the assumptions of andragogy, so in

his teaching he certainly did the same thing. Allowing us to engage in...to meet our

learning needs, to engage in those activities that were going to help us with what our

particular needs were at the time. So certainly making learning relevant was important

for him, and he did indeed allow us to do that. He practices what he preaches as it relates

to andragogy and the assumptions of andragogy. He would start a session asking people

what they wanted to know. So again, making it relevant for them.

Multiple anonymous students commented on the course evaluations that they, "Liked the

interactive conversations/discussion."

Ellie, a colleague of John's, has not had the opportunity to participate in John's classes,

but has seen him present at conferences. Like many other participants, she specifically

mentioned the living lecture. Ellie shared how she felt about John's planning and delivery of

instruction:

I've seen him do that [the living lecture] a lot and I still really like it and I have my preference for which team I'm on, and that kind of thing, but I appreciate how he has a great deal of knowledge, and he'll share it with you, but it's never you have to do this or you have to read this thing that I just told you about or even, let me go get it for you and give it to you. I've had professors do that before where you feel obligated to go and read it, even if you don't want to. With John he's just like, "Oh well, here's this, if you're interested go and look at it." But he never looks like he'll be hurt or upset if you don't, or like there's something wrong with you if you don't know this reference or whatever.

Ted, a former colleague of John's, shared his beliefs about John's methods:

He teaches his subject in the ways that he thinks other people should teach. If you watch him, you say, "Is this the way you should teach an adult ed class?" Some people would say, "Absolutely, that's the way a course should be taught, this is all the principles of andragogy being demonstrated in the classroom."

Ted also remembered a time when John agreed to work with reading literacy facilitators. Ted offered his opinion regarding how John may have handled this situation, which was outside of his subject area:

I'm assuming John dug into the books a little bit and said, "What does a person doing adult literacy tutoring need to know? And how can I teach that to them via the principles that I am comfortable with doing?" And I'm sure he found some way to do that. I know he didn't go over there and do direct instruction on how to teach phonics. I know he didn't do that.

Jack, an international colleague of John's, has had the opportunity to observe John at conferences and in international seminar settings; this was his reflection on John's methods, which he observed in Austria:

[John] was exactly the way I expected him to be. He asked people, he looked at people, he did not look in his paper and read it, but he wrote questions to the wall [blackboard] and said Group A you take of this question, Group B you take care of something else - and this was so integrated in his personality. So I think he really lives what he teaches. And all of the situations I was in he was very patient.

Jack was not the only person to mention John's patience. In the anonymous course evaluations, students provided examples of his patients with comments like "his ability to listen and key in on important concepts to us [the student]" possibly one of the best examples from the course evaluations on John's patients is "he always had time for every question". John's patient nature is a key component of his delivery of instruction.

I have had the opportunity to observe John over the last year. My reflections come from the perspective of having been both a former student and a colleague. When I think of how John plans and delivers instruction, I remember him at his desk and us talking about what he planned for the next class; I could almost see him asking those three questions he talked about in the Building Blocks course. These questions are as follows: a) What immediate and observable learning needs does this adult learning method or technique meet for this/these participants (what is the specific relevance now)?, b) What position does this method or technique hold in the context of the learning goals or objectives of this adult learning/teaching experience (what is the learning design)?, and c) How does my selection and use of this method or technique fit into my understanding of how adults learn (what is my learning theory)? He would say that these three

techniques were critical when designing a learning experience for adults, and I saw him actually

thinking about them before he decided what or how to conduct class each night. John said that

these questions should be asked with the goal of developing an educationally sound answer. I

think John took these questions into consideration each time he was planning a class. It is one

thing for a professor to write that this is the process that should be used and another to see it in

action.

Learner-centered learning processes (experience-based learning techniques). Will a

past student, remembered a time when he thought John exemplified the learner-centered process:

 He (John) had just finished his little presentation on his Mali experience, and it wasn't a

 question really, it was a comment on how I kind of understand now how learning fits in

 with this, because it really isn't about classroom learning or specific lesson plans or

 anything else, its' about a way of life really. The discussion was about, I think, self-

 sustaining water pumps or something like that, but it was more about the issues of how

 do you find people who know how to install these? How do you get electricity to a place

 where there isn't any electricity? How do you get the generators to work? I mean it was

 on that level, but it was about educating a community about a really basic practical kind

 of utility, and it's a whole different thing than normal people think about when they think

 about adult education, but really, that's what it is. John's point was, it's not specifically

 what we're teaching them, the content, it's that we're teaching them how to learn, how to

 go out and say, "We need to have a sewer system in our village that works so we don't

 get sick, well how do we go about doing that?" which is a variation of the learning

 contract, really. So that gets back to that empowerment thing, which is really the basic

 part of adult education is that, and this again is what he lives, the empowerment piece,

where you're not teaching someone how to do something, you're teaching someone how

to learn how to do things. That's the old "give a person a fish..."

Kristi reflected on what she considered an example of John being learner-centered:

When John needs to lead the discussion, he does. When he needs to inspire a group of

people out of a thick, dark academic forest, he is able to do that. When the class is fully

engaged and he can sit back in the room, he does that…he does it all. I feel like the true

andragogue in him is so good at reading the climate of the room, or in a given classroom

or maybe a session at a conference, and if he needs to be in the front of the classroom,

that's what he does. If he can sit in the circle with everybody else to be one of us

actually, that's what he does. That's how he exemplifies it and that's the very best way

to model what it means to be an adult educator. You do what you have to do at that

moment in time that you're in front of the room and you read the group, then you find out

what they need and you respond to those needs clearly. That's John at his best.

Pam, a previous student and colleague, believed that:

[John] believes in making his sessions interactive, so he's not going to be the type that's

going to stand there and just lecture to you the whole time, that's just not his style. So he

does believe in engaging the learners in the learning process. Of course, for him the

process is really important, not so much the content, even though it is important, but he's

more concerned with the process of learning that adult learners are going through. An

anonymous student wrote in a course evaluation that he or she liked John's "willingness

to concentrate on issues we, as students, sought to elaborate on."

I think the best example of this willingness is when John realizes that the class needs

clarification on an idea and will redirect to meet that need. Although the data gathering stage of

this study had ended, I think a good example occurred in the summer of 2012. As I was still

working with John (and writing this dissertation), I was present in class that summer. What

follows is a story of how John saw and met a need.

For many in the class, this was their first experience with andragogy and with John; for a

few others, this was only the second class. For the majority of the group, therefore, the comfort

level and even the understanding of self-directed learning was new. As part of the course

objectives, each learner was to develop a learning contract, which caused what can only be

described as discomfort. John and I discussed this discomfort and agreed that maybe some time

needed to be spent on developing an understanding of self-directed learning.

Because this was a summer course, the calendar did not have time built in to allot for

anything not directly related to the course. Regardless, John saw the need and gathered material

on self-directed learning; then, he spent time during the next class helping the learners gain an

understanding of self-directed learning and how it related to them. He met them, the students,

where they were and helped them get to where they needed to be for success in the course.

Teacher-centered learning process (P). The "Teacher-Centered Learning Process"

theme did not emerge from any of the interviews. Relying on personal experiences both as

John's doctoral assistant and as a student, I cannot provide an example of a time when John

demonstrated this characteristic.

Teacher empathy with learners. Will shared how he thought John exemplified the

"Teacher Empathy with Learners" characteristic:

The thing about John is... And I know this because I've talked to a lot of people who

have been on [dissertation] committees that were not very functional, you get egos and

you get people... The bottom line is if you're in a bad committee or you're in a political

situation, you get jerked around as a student, and you can't do anything about it a lot of

times. Everybody will tell you that if John is your committee chair, he will get you

through. There were some problems with the dean of education, and I don't even know

the half of it, but I know that John went to bat for all of his students several times, and if

he is your chair, and you clear something with John, and someone will say, "Oh I think

you should rewrite your chapter one, or this..." and you say, "Well John, Professor Smith

told me that I had to rewrite my whole chapter," and he will say, "Well what do you

think? Do you think it needs rewriting?" And if you can give a cogent reason why it

works the way it works, then he'll say, "Okay, that's fine, that'll work." And it does work;

he makes it work. I would describe him as a "human advocate." And I wrote in my

dissertation in my thanks to him, not only is he a great scholar and all of that, but I said

he kept believing in me even when I didn't believe in myself. I know it's my thing that I

wrote, but it just crystallizes exactly who he is. As an advocate for students, he is just

unbeatable.

In her position as a colleague, Pam remembered:

There have been some times in dissertation settings where maybe the student may have

felt a little uncomfortable and John would say something, step in to kind of break the ice,

if you will, to make the student more comfortable, so I have seen that on occasion. He's

really good at that too. When a student in particular is starting to feel a little

uncomfortable, maybe starting to sweat bullets, he can just step right in and just say the

right thing, which I think helps to put that student at ease, so again really relating to the

climate there in the room.

Ellie saw John's empathy with students in a slightly different light:

His scholarship is, there are lots of citations, and it's almost like that when you speak to

him. He kind of cites in a way, he remembers so many things off the top of his head.

And I've had this conversation with him before, not just in his writing but in other

andragogical literature I've noticed a lot of use of the word "we," and even with him

sometimes it's because he has a co-author, but sometimes he doesn't, and I've talked to

him about that before, about how just there's maybe a sense of community or that's… I

don't think it's a conscious thing, I think it's the English teacher in me, I just notice it,

that there's a lot of "we" in there, and I think when he speaks there's a lot of that too.

That he tells his own story but I think that's how he… like when he talks to students that

are working on a dissertation, I don't think it's "you need to do this," it's like they're a

team, and I think John puts as much work as his student does into it, and I think his

students know that.

Another colleague of John's, Patty, shared her perceptions of his embodiment of this

characteristic:

The sensitivity and the empathy, he was natural born that way, I will say that. When you

talk about your own story to him, share your life story to him, even that story is not about

him but he can really pay his empathy to you. It is not just saying, because talk is cheap,

and he is really carrying out that. Sometimes I wonder why, especially at this moment

everybody was busy and everybody had a headache for something, you know, and I

believe he had also, but he had an energy, too. To share, to help, to pay empathy.

One of the best examples I can remember of John's embodiment of the "Teacher

Empathy with Learners" characteristic is from my first year in the doctoral program, before I

became John's doctoral assistant. I was in the early class, which meets from 4:25pm – 6:50pm.

One of the other students had a class in a building about halfway across campus. This student complained that the professor who taught that other course apparently believed that if you were not early to class, you were late.

This student told us in class one evening that she needed to leave early so she could get to the next class. When she told us why, John said, "I will talk to Professor X and explain that you are my student until 6:50 p.m. and not his student until 7:05 p.m." The student did not want John to say anything because she was concerned about how the other professor would react; she did not want there to be repercussions. John assured her there would not be and that he would handle it.

The next week, John said that he had talked with that professor and others and that the students did not need to worry about being considered late for class any longer. John then explained that he believed it was part of his responsibility to make sure students do not get caught in the middle of professors. From what I have seen, he follows through regarding this belief.

Teacher insensitivity towards learners (P). A previous student commented on the anonymous course evaluations that he or she felt there was "a serious lack of structure and direction," and continued by stating, "I should not have to guess what the assignments are or what is due when."

Ellie provided insight into the insensitivity characteristic by reflecting,

I think John is very particular about the way he does things; I know he likes the paper print out and he does hand edits, and there's some students that respond to that and some students who don't. John said to me once that andragogy is the natural way that people

learn, that it isn't necessarily adults, that there are adults that don't necessarily respond to

this. That there are kids who do.

Ellie then pondered:

So, maybe I guess my question for him sometimes is, do all the adults in your class

respond to this? What do you do with the ones who would prefer pedagogy? Is it

andragogical to force andragogy, or not to force, but to keep using andragogy for

someone who prefers pedagogy?

Pam's impression was, "I think in some cases, just generally speaking, some students feel

that, 'Oh, I've got to; you know if this person (John) is serving as my advisor I've got to do

research in this particular area'"

I have not observed any evidence of this characteristic in my role as graduate

assistant,student, or researcher.

Accommodating learner uniqueness. Will shared his impression of how John

exemplified this characteristic:

 I think that there's an assumption that John makes that maybe makes him different from

a lot of instructors, and that is, when you sign up, and you walk into the room, or you

meet John online, he starts with the assumption that there's something out there that you

want to know, that you are here for a reason. So that's sort of that first piece that you're

there because you need to know something. He's not thinking, "What do I need to teach

these people?" He has a shell or an organization in the way he wants to present concepts,

but he starts with the assumption that you're there because you want to meet a goal. So I

would say that's a real basic way how he does what he does.

He starts with the assumption that you're going to do well, because obviously, you're an adult and all you need are the resources to do it. I used to think, "What do you do with these people who don't do anything, who don't perform?" His general remark was about taking people where they start and then measuring that based on where they finish. Not so much how well they perform according to some standard that I have, but where they are and the difference between that and where they finish. Which really is a measure of how much you learn.

The neat thing about John was that you knew where he was, and you knew he was very traditional. I think he was still actively preaching, at least he used to until very recently, but that's not a piece of his acceptance of you as a human being, it's sort of extra. He made the comment to me one time; he said, "You seem so angry about religion." I said, "John, you're not a recovering Catholic." But that kind of an observation was it, there was no proselytizing, there was no "Oh, you know, you really should believe this, because this is really the truth. You think you know the truth." You know how fundamentalists are, but he really is one of those people who just lives his faith I think. I don't know how he is in his church when he preaches, I assume he does the standard schtick, you know whatever it is they do. But he can't really, he works with so many different kinds of people, so many religious, cultural backgrounds, socio-economic backgrounds, he couldn't be, I guess he could, but it just isn't his focus. His focus is bringing the critical andragogy piece of it, the knowledge, that education is empowerment.

Kristi also shared her thoughts on this characteristic:

It's hard for me to say where the line of andragogy stops and John begins, that's the truth, because there is that huge amount of patience that he has where he encourages people to find themselves and to find their practice. The way that he almost mentors everybody individually, he meets you where you are and will bring you along from where you are. He invites you to be a big thinker without forcing you to be one.

Deanna remembered, "When I was observing in my dad's classes, I felt like everybody, whatever they were studying, whatever they were working on, was accepted and well-received, and I didn't really see any criticism or difficult situations."

Previous course evaluations also contributed to this thread. One student stated the belief that John was "always willing to discuss…no matter the level of discussion, the professor (John) always somehow managed to end up taking you to the next level." Another student commented that John "always had time for every question."

Ellie shared her opinion regarding how John accommodated each learner:

John is very open, and he always has people in the room introduce themselves. The first time I thought, "Wow, there's a lot of people in here for him to be doing that, and he's using up a lot of his time on the introductions," but that's really important to do at the beginning, and he always says welcome, and it doesn't matter who they are, if they're a student, or I think if there was some random homeless person from the street who came in to listen to John, he would say, "Welcome, I'm glad you're here," and it doesn't matter where they're from. This is different from many people in his position. And by that I mean people… well my experience with full professors in other places, they don't want to interact with students unless it's a student that's working with them on a specific project, and usually they tell the student exactly what they need to do, you know, "Here's

your dissertation, you'll be fine and you'll get through, do that and come see me in a few

weeks and I'll tell you what's wrong with it." That's usually the attitude.

If you go to a conference presentation by those people, they like to hear

themselves talk. You don't get a chance for questions at the end, and if you do ask a

question you had better be very sure of what you're asking. But John's not like that all.

As a colleague, he's always respectful of anything I have to say and he never, he doesn't

give advice unless I ask for it.

Ellie then shared her thoughts on John's writings that she felt reflect his approach to

accommodating learners' uniqueness:

I think one of my favorite things that was written was one page and it was just about

modeling, how we should model what we teach [Henschke, 1998]. And I've always felt

that way and I've never seen anybody write about it until that. It's one of my favorite

things he's ever written.

Ellie continued to express her opinion on this thread, saying:

And he just does it, everything in here about being motivated, he doesn't go

chasing after students, he says, when they're ready they'll come back, and if they haven't

come back yet it's because they're not yet ready, and there shouldn't be a time period [for

degree completion].

Patty also remarked on John's demonstration of this characteristic:

Not only does he give the encouragement, but also he actually allows you to collaborate

your ideas within a class, and he respects the class' ideas and perspectives. He believes

the learner is actually internally motivated because he thinks everybody has a different

motivation to learn. I had several examples when we worked for the interview with

somebody who did not have a GRE score in the great percentile and the person was stuck

in the conversation because the whole committee probably some member had questions

about that, and then I think Dr. Henschke gave that student support, and I still remember

after the meeting was finished the person had tears, so you can see how stressful, but how

the person trusts him like a papa, you know? And then because he never broke his

promise, that is another thing, so people really trust him.

Andy, a colleague who had made John's acquaintance at conferences and professional

committee meetings, shared his view of how John exemplified this characteristic:

I think he wants people to learn, he wants them to believe in andragogy, but he wants

them to learn. He thinks education is very important, he is very committed to helping

people form their ideas and practice. He certainly expresses his ideas. I remember when

he was president of the American Association of Adult and Continuing Education

(AAACE), he expressed his ideas firmly; he wouldn't be worth his salt if he didn't. But

he always tries to help people achieve their goals in education.

I could provide so many different examples of how John accommodates learners'

uniqueness. However, perhaps the best example is the story of how some students, myself

included, approached John with the idea of establishing a contract degree for accomplishing our

doctoral degrees in andragogy verses instructional leadership.

The program currently allows for policy exemptions, and I have used these in order to

"build" my courses to provide the best outcome based on both my educational and career goals.

I do not, nor do I foresee a time when I will, work in the K-12 public school environment.

Contract degrees allow students to meet individual goals and design a course of study that is

uniquely valuable to the student while meeting established university accrediting guidelines.

They have been used previously at Lindenwood University.

We (myself and other students) developed individual contracts outlining how we would meet the program requirements and fulfill our individual learning needs and goals. John championed this request every step of the way, from the Dean to the Provost to the faculty committee. He was very supportive of this concept, as he saw how each of us was unique as a learner and how each of us had different program needs.

Teacher trust of learners. "Teacher Trust of Learners" is the primary factor of concern in this study. Trust is the subject of many of John's recent publications, and one that often is overlooked in our society and our education system. Several interviewees shared stories about John's trust of learners. Ellie stated, "I've never heard him say anything negative about a student. He's always positive about students. He always gives them the benefit of the doubt more than I do, I would say, and he's been doing it much longer than me."

As a colleague, Pam remembered what it was like to be a new and inexperienced faculty member. She reflected on her impression of John trusting her more than she did herself. Pam said that John was:

A guide, an encourager I would say as well, because if he believes you are capable of doing something he will seek you out and encourage you to do that even if you may not believe in yourself. If your self-efficacy may not be that strong as it relates to a particular for example, he will still encourage you to go forth with that.

Patty also shared:

He trusts people, so it is very easy for you to trust him. The first time I went into his class (as a colleague to observe); I know how harmonious and trusting atmosphere he was

setting to his class. First of all I touched on things about trusting, the relationship. This

is a very important thing for the classroom setting, and I believe adult learning, adult

educators should have that ability to build up the trust, but it's not easy, especially today

after 9-11 the country changed and people changed. He is the old school professor. He

believes a professor should bring in that trusting, that it starts from the professor's side,

not the student's side.

He is very, very respectful to adult learners in a self-directed way. I would say

the trust-building process is the most important thing, and lots of professors do not have

that ability. He doesn't care about to be taken advantage in that respect as a professor.

That was a great belief and I'm still learning because when you feel your student did not

really carry out whatever they should do, and he still holds the belief and gives the

benefit of the doubt of student, especially life happening... students always have that kind

of thing.

With andragogy... First of all you trust people, and not matter what kind of

excuse students bring in and we just unconditional have understanding on that, so no

matter who you are or what kind of excuse, the student was understood by him. The

bottom line is he just trusts everybody, not matter what kind of excuse comes out. No

questions.

I know that John trusted me as a student, as a colleague and, most importantly, as a

person. I remember questioning once if this degree of trust was appropriate. In the situation at

hand, John trusted me not to erase digital copies of his life's work, and that of others. I have

established thus far that John has been practicing in the field of adult education for over 40 years

and that he studied with Knowles, who is credited with popularizing andragogy in the United

States. Knowles is deceased; his work cannot be replaced, which means any material could be considered priceless to some. John claims to be a dinosaur with regard to the use of computers, but he does know how to use USB drives to save and store the material (both his and others) he has collected over his years in practice. Some of this material is from Knowles, John's mentor and friend.

By November of 2011, John had accumulated 15 USB flash drives full of material. For Christmas 2011, he received one 64 GB USB flash drive so that all data could be stored on one device for convenience. I volunteered to transfer this data. I copied all the files but left them on the original flash drive so John would have the opportunity to confirm that all the files had been copied before I erased the smaller flash drives. One day about six weeks later, John came in and said, "Carol would like to give the old flash drives to the grandkids. Are they ready?" I responded by reminding him that I had not erased the data, but that I would. I asked, "Are you ready for me to erase everything? Have you checked it?" I will never be able to describe the look on his face that registered somewhere between fear, panic, and acceptance. John asked, "Do you think it is okay?" I responded, "I have double checked everything; it will be fine." John said, "Okay."

He then went to a faculty meeting, and I began erasing the 15 flash drives. I erased two that held pictures from work in Mali and PowerPoint presentations on material I recognized and had scanned into the computer. Then I started the third flash drive and saw 265 files pertaining to Knowles and others with dates from the early 1980s. I started to panic; I knew I had checked every file when I copied them. I counted to make sure that the new drive had the same number of files as the original; I checked to make sure the new files would open and that no data corruption had occurred during the copying process. When faced with the possibility, however,

of erasing thousands of files and decades of work, I was not sure. I comforted myself with the

knowledge that I had a copy of all the files on my computer at home and that my home computer

was backed up to an external hard drive stored in a safe deposit box. However, I was still

erasing someone else's life work. I connected John's external hard drive and copied all the data

to it as an extra precaution.

When John returned from his meeting, I told him, "Tell Carol not to ask me to erase any

more flash drives; that was just too scary." I explained my panic attack and that the files were

now on his external drive. John smiled at me and said, "I know just how you felt, but I trusted

you."

I view the trust John places in people as a positive characteristic; however, I remember an

email I received from a colleague who did not share this view. He explained that he and John

had a mutual student who did not like what he perceived as a lack of structure in the way John's

class was conducted. The student felt there was "too little direction and some students took

inordinate amounts of time to talk about themselves in a 'group-therapy' atmosphere." The

faculty member commented, "This would seem like a critique of that class's facilitation – a

criticism of giving students too much control, of trusting them too much to be professional, or

something like that."

Next, I will discuss the three themes that were identified during the coding process that

do not fit in the IPI. These themes involve John as a relationship builder, his relationship with

God, and a disregard for anything unandragogical in higher education.

Relationship builder. Will referred to John's relationship-building abilities with

statements such as, "Well, he's an apostle for andragogy, I guess you would say. And he truly is

that. You are *inspired* by his presence."

When Deanna, John's daughter, was asked how she interpreted John's feelings about

students, she replied:

His students mean a lot to him. They invite him to graduations or graduation parties,

weddings, out to dinner; he'll have continued relationships with different ones through

the years. Sometimes six months or two years later, they'll get together for dinner, lunch,

or something, and he remembers them and cares about them. If they are from out of town

or have family members come in, he may get invited to dinner. He gets to know the

different family members.

        So his students are important to him. For example, he'll remember things if

something comes up, like if you've asked him something and he might say "Let me get

back with you on that," he will remember and he'll come back with some papers or a

phone number or a website or a book or something. "This is … we were talking about

this and here's this information I told you I'd check on" or whatever. So he doesn't

forget about them. He doesn't forget what they have said or asked.

Pam felt that "the thing that stands out is the people aspect, the humanistic aspect, if you

think about the humanistic learning style for example. John certainly epitomizes that, he just has

that humanistic characteristic about him."

Ellie found comfort and perhaps a model in John:

He forms a relationship but it's not… he doesn't go chasing after students. He's

available, he's accessible, and he makes it clear to the students that he's accessible. Not

only does he know everyone's dissertation that he ever chaired, but he knows their life

story, he could probably tell you. I guess he just reassured me that that was okay, again

I'd always been told, "You don't want to get too personally involved with your students."

And maybe some of that's my age, but, you don't need to be their friend, you're their

professor, maybe you don't need to know all that other stuff about their life, but he did,

so it wasn't a bad thing, that was part of who they were, they weren't just a student to

him. I started thinking about things a little differently.

Some people change the world just by their presence, and colleagues from a previous

university commented on the atmosphere John promoted.

Patty felt that the atmosphere of the division was different after John retired. Ted

elaborated on this thread:

John was the father of our (University of Missouri-St. Louis) adult education program.

He was the guts of our adult ed program. Our culture of practice basically grew up

around John. He came here, and there was basically no adult education program. He

basically wasn't full-time with us, but he was full-time with us and he became our adult

education program. When people talked about adult education here, they talked about

John. And so, in terms of, has he influenced the culture? Has he influenced a group of

people by his practice, by his philosophy, by the way he has done things? Oh yeah,

absolutely. John just does his job the best way he can, and he's nice to people while he's

doing it. I mean, look at the students; they love him. That's a good indicator of what

kind of individual you are, and how you do your life's work.

When I traveled to interview Andy, he told me that he regarded John as a long-time

friend:

We have known each other for many years, not sure how long. I see him at meetings; we

room together at conferences, our families visit. We have sat in this very room (Andy's

living room in his home) many times. I don't believe in all this andragogy stuff. I think

it's all just principals of good teaching. But we are friends.

Jack is another colleague who has known John for many years. I asked neither Andy nor

Jack if they considered John a friend; however, both made comments regarding how they saw

their relationship with John. "That's one thing about our [Jack and John's] relationship. He

could hear everything I talk about. He will not like everything I say, as I will not like everything

he says, but that is friendship."

Many of the interviews revealed the belief that John knows the stories of all the students

whose dissertation committees he has chaired. I do not believe that knowledge is limited to just

the students whom John has served as chairperson for their dissertation. My experience with

John is that he knows almost every students story, each student is uniquely important to him.

Deanna said that she was aware of relationships that had continued once students' formal

education was complete. In my experience, not only does John remember the students, but the

students remember John. For example, in Chapter 2, I shared memories of multiple colleagues

who "thought it was a shame" I would not "get to" study with John due to his retirement.

As for my relationship with John, before I was his graduate assistant, I was "just" a

student. However, I felt that John and I had enough of a relationship that I invited him to my

wedding. Although the wedding occurred during my time as his graduate assistant, he put the

date down in his calendar the night I invited him in September of 2010.

Relationship with God. While this study is limited to John's educational practice, this

theme was included because many of the interviewees mentioned John's relations with God. In

my role as his GA, I have seen him intertwine his faith and his practice, therefore, this theme was

included in the study. Will asserted that John is "a preacher to the core."

In Kristi's opinion, John was open about his faith:

I would say I think that Dr. Henschke has become much more open about his faith. I don't ever feel beat over the head, I have never felt proselytized by John, and that's a good thing because I am not looking for that experience. I'm trying to say I observe within him how important that part of his life is to him constantly. It helps me to understand him better but I don't ever feel proselytized. I don't think that John in the time that I've been around him … I've not seen him do that [proselytized] and I certainly don't feel like he's done that.

Pam shared her impression on John's relationship with God:

I think a lot of it too has to do with the humanistic characteristic, and then his upbringing, and then his relationship with God, so I see that all being tied in together with him. His relationship with God was very apparent; I like that about him, and it's something that continues even to this day.

Ellie mentioned John's relationship with God when she elaborated on why she thought he was able to focus on the process of learning rather than content:

He's not trying to teach us about the Bible, he's trying to help us help our students better, so he's more about people. Maybe that's from being a minister, because that's all about people. When you run a church, you're not trying to get everyone to memorize the Bible, you're trying to get them to have a relationship with God, and maybe that's some of it too, there's definitely a lot of trust. In a good relationship between a pastor and people in his church, there's a lot of trust there, so maybe he has experience building that (from his experience as a minister).

Patty shared, "His belief in God, it brings into the conversation and helps the other person to feel the love from the god. I think that he has really carried out what he has proposed in that inventory (IPI)."

Andy [a colleague] noted, "John is a minister. I think he is influenced more by ministry and who he is than by andragogy or Malcolm (Knowles). I think John was a person who helped others achieve before he knew about andragogy."

Jack commented on his impressions of the influence of John's faith on John's adult education practice:

> I would have said it's both his ministry, and it's his learning with Malcolm Knowles, and it's not either/or. This together, I don't know what he did in adult education before he studied with Malcolm Knowles, so I think it's really that he integrated this in his personality, which makes it very convincing. When you see him you know he is not playing, he is not doing a method, but it's his personality.

In my position as John's graduate assistant making the observations necessary for a study of this depth, I have witnessed John's devotion to God and the importance of his relationship with God in not only his adult education practice but in his life. For example, John prays before each meal. Because this study is concerned with John's practices as an adult educator, I will comment only on what I perceive as influential to his practice.

John references the Bible and makes biblical connections to the andragogical theory of adult education in his scholarship. He referenced a parable from Matthew 13:1-9, 18-23 (King James), in a recent chapter he wrote on the importance of trust in the learning experience. John will bless you and ask the Lord to heal you if you are feeling ill; this is such a part of his character that I do not see where his relationship with God ends and his adult education practice

begins. His relationship with God is like a thread that is interwoven throughout the fabric of John's life.

Uninterested in anything unandragogical in higher education. Will shared a story he remembered from when he was a student and mentioned a recent international political situation to John:

John focuses on something and he just does not focus on other things. That stuff [current events], at least this was my impression, just didn't exist for him. And that was instructive to me, because I thought, "How does a person do all the stuff he does?" and I think that's how he does it, he is very focused on very specific channels. . . And I don't know if that's a good thing or a bad thing, but I think that's probably just how he manages his demons, I suppose you would say.

In Ellie's role at the university, she interacted with a wide range of students and faculty from the school of education as well as other departments. She related stories of incidents in which John was not always interpreted in a positive light:

Andragogy is kind of the ideal and I sometimes think you either break the rules, which I've found that John is kind of a rule breaker, but not in a bad way, not in an in your face kind of way, more in like a… No one would ever call him insubordinate, he does what people ask him to do, but then he does more and different things than people expected him to do. Like when he came here I think they expected him to help chair…we didn't have enough chairs, so they wanted him to chair some dissertations and help get people through, because that was his reputation at UMSL, that his people finished, so they wanted that here. And he went a totally different direction than that. I mean he chairs students, but he started a whole new program and teaches classes, and did all these things

that they didn't expect him to do. And it's not that he broke a rule, exactly, he just made

new rules for his program.

Ellie continued this thread by saying:

It's interesting that he's in this building and this department, because I know I've heard

him say things about the K-12 mindset. I've heard him be, not usually in front of

students, but I've heard him be pretty negative about the K-12 system. I've heard him

say negative things about administration, or administration at other institutions, but I

know he's had some bad experiences there, but students, never.

Ellie's comment about "this building" reflects the location of John's office. John's office

is located in the same building as most other doctoral program faculty; however, the other faculty

are almost all focused on and have previous background in the K-12 public school environment.

John does not share this focus or background. Ellie maintained this thread by adding:

On Thursday morning we have a big group of people, and it used to just be two,

because we were trying to reach out, and we tried to get John in on that and he really

resisted that, and again not blatantly, but he just wouldn't come. And that's fine if that's

not what he wants to do, he seems to really want very little to do with anything

bureaucratic. If it involves a lot of paperwork, if it involves a lot of back and forth with

someone who thinks they're in charge, he really would just rather cut to the point, tell

them what needs to be on there, get to the point so he can move on and help his students

get finished.

I think he would be perfectly happy if someone would fill all that stuff out for

him, and he didn't have to worry about it, which I guess I would be too. In terms of

things like the IRB … if he and the student talked about what they want to do, and

someone else helped the student write the IRB just because I don't think in his mind that's really that important. I mean we all know ethical research is important, but the paperwork process and the back and forth and the waiting, I think he would rather just get to it like let's do the research. And not that he pushes students before they're ready, because I know students who he's slowed down, students who thought they were close to being ready, but I think he's more at that point after they have the data, and they are sifting through the data, where he helps them come up with more of the emerging themes, and really think about Chapter 5. I know he really has a big impact on students with what to write.

Ellie provided another example:

He wants to do the comps [comprehensive exams for doctoral students] this way, and maybe he wants to do it different every semester. He doesn't want to have to write a proposal, and take that to CEL, he wants to just do it. He thinks probably he knows what he's doing, trust him to run the comps, and he'll say whether people passed or not, and we don't have to make that a big thing where there's forms and paperwork and all of that. If he could do that for many things he would. Maybe registering for classes, if he could just figure out what class you (the student) want to take, sign up for it, done, instead of all of this signature, and a policy exemption.

Andy and Jack shared their experiences. Andy believed that John "listens and takes what he needs and leaves what he doesn't, not many meetings where people don't have divergent views doesn't bother John if they disagree".

Jack related an ongoing interaction between John and another colleague in a conference setting:

Well this example that I give you, there became moments where he gets furious, and in these moments, yeah, he is not any longer this listening warm-hearted person, which I think is very authentic and I like it, that he is not always playing a role. But there are spaces where he says "and now that's enough." I saw it in conferences, and we were talking about it afterwards often. He [John] says, "Well … he talked a year ago at the conference, and I became furious at this time, and I told him, and now again he tries and again I become furious so even if it's not exactly what this … is saying, it's not the same as last year." He [John] is this routine and I think whatever … would say, John would be aggressive.

I have experienced many different facets of John's personality over the last year. I believe the most surprising feature is his pessimistic attitude toward many aspects of what I term bureaucracy. If John has had a previous negative experience in a similar situation, he assumes that it will not "work" the next time, either. This is not what I would expect from a minister or an andragogue who "trusts" the process.

The best example of this aversion would be when I told John that I wanted to do my dissertation about his scholarship and practice. John told me he was "humbled and honored" but that if I changed my mind, he would not hold it against me. This thought pattern continued once I was his graduate assistant. When I was writing my dissertation prospectus, John told me the stories of the two other individuals who thought they wanted to do a dissertation study on him. He shared how one of them was "sidetracked" by life and how the other was told by his chair that he was not ready to do a dissertation such as the one he proposed. In John's mind, a dissertation about him was not "doable." John shared with me stories of what he went through during his own dissertation on Knowles and the controversy that came from that experience.

John was aware of faculty members who did not think that a dissertation on a practitioner was a worthy study. I have heard that comment from more than one person during this process myself. John did not have much faith in my dissertation being approved. Even after the prospectus was accepted, he waited hours to tell Carol, as if he could not believe that it had happened and was waiting for the committee to call me back to say that they had changed their minds.

This section has provided perceptions of John's practice from current and past colleague and students. These perceptions of John's practice that others [past students and past and current colleagues] perceive as positive and worthy of modeling include the living lecture, learner-centered teaching, and trusting, to name a few of the identified characteristics. However, this section also provided examples of negative characteristics of John's practice. The most glaring of those is the perceived disinterest in anything unandragogical in higher education. The next section focuses on the perceptions of learners in one of John's Spring 2012 courses.

Focus Group Results

This section presents the results from the focus group. I provided the participants with the questions in advance. I wanted to allow the participants' time to consider each question without a time restriction. The focus group was conducted on March 13, 2012. The first question I posed to the group was   "What is your perception of how John, Dr. Henschke, facilitates learning?"

One student, Josh, responded:

> I think it's very learner-directed. I get the feeling when we're in class sometimes, it's not we have to accomplish the following objectives by the following time, it's more we start talking about something and then we kind of go on a tangent this way. It's still directed to

what we're talking about, but we spend some time here and then we come back to here, what the general intended plan was, and we might go here or here and go back to it but it's almost gelatinous for me.

These comments garnered many laughs, but Josh continued, "It's not very concrete, which is kind of a comfort issue for me because I'm not used to that way of learning."

Dan built upon that thought:

Ditto, because I'm still trying to adjust to that. I guess it's because I'm so used to the pedagogical method for how many years of school now, and also the fact that this whole concept of andragogy and adult learning is something I'm still learning about, so I guess I'm in that uncomfortable adjustment phase, to where I'm still trying to figure out exactly where the parameters are, to know exactly what's expected, and not sure exactly of my position in reference, in a certain sense feeling a little bit lost, but that's changing and shifting and I'm beginning to adjust and understand what the andragogical philosophy is all about, and of course with John's help too and his example, I'm starting to get my head wrapped around it, beginning to feel more comfortable with it, beginning to understand. And I think that now I feel like I contribute more, because I feel more sort of secure I guess, for lack of a better term. And that's him, he's pulling it out of me, and that's exactly, as I understand, exactly what the process is all about.

Jake agreed but reminded the group that although the class may feel "unstructured," the objectives on the syllabus were still being met.

Cheryl continued this thread by commenting on how different the course was for her:

It's like eating sushi for the first time. The texture is kind of off, and it looks weird, and all of that jazz, but you enjoy it, so that's how I kind of feel about the way he facilitates. I

enjoy it, it's just different.

Jake emphasized how John "facilitated" the class rather than "teaching or instructing."

He commented, " he always leaves us to make up our own minds, he never says this is

how you have to, even when we ask him direct questions, he doesn't ever give you a

direct answer."

Dan extended Jake's observation, "Or he'll answer you with a question." This comment

generated a collective groan from the group.

Cara then reinforced the feeling the groan elicited by stating:

That's what's sometimes hard for me, because I think I'm prepared and I read exactly

what he says to read. And I come in and I think I have a question to ask, and then it goes

in another direction, so I'm a little off guard because I'm not sure in what direction it's

going. But I love coming to class, and I can't say I've loved going to other classes . . .

People say what are you learning, and I say I've learned so much but I can't really put my

finger on what I've learned . . . I feel like I have grown and I can take some of what I

have learned to some of my classes, but it's a little vague still to me. But I do like the

way he facilitates the class, and I think he's a master at it, absolute master. And he doesn't

answer my questions all the time. I have these questions in my mind and then he'll point

to someone else and they'll go in another direction so I don't always get my questions

answered.

Jake provided his interpretation of the course:

This is my first class to have done this in all degrees and all the classes I've had, but I can

honestly say, that during the week I ponder on this stuff more than I ponder on stuff from

the other classes, because some of the other classes you feel like it is information, and

you read it because you're going to be tested on it, and I don't have to approach it that

way. But I can think about it, and rehash our conversations and just meditate on it, so I

feel like the learning is more concrete because we've talked about it, and feel like it has

absorbed into me better so it's hard for me to tell people without going into another two

hour discussion about what we've learned for the week because it's just too much, there

are different facets here and there, but there's more recall and reflection in his classes that

I've ever had in anybody else's.

Cheryl agreed:

I've internalized more too, because the way I look at things... I look at it differently,

because I'm grading them [the other instructors] to see how much they know, what pieces

they are missing to the puzzle that I have thus far. To what I understand about these

theories and processes as far as I look at other people and how they lead discussions.

I asked Cheryl to clarify her statement, "your puzzle that you understand thus far," asking

if it was the puzzle of adult education, the puzzle of andragogy, or that she was looking at these

other people to see what they knew and what they did not know. She responded:

More andragogy more the whole self-directed do they care... How much empowerment

are they [the other instructors] giving me as a student? Is it more lecturing, trying to tell

me what they think, or are they encouraging me to explore? Do they give me the task

and then I try to figure it out kind of deal? That's what I mean.

When I asked the students what their understanding of andragogy was coming into John's

class, Cara responded, "I could not even pronounce it," and Cheryl said, "I had read it once, only

in reference to pedagogy, as the other side of the coin. We didn't talk about it much."

I then followed up with, "What is your understanding of andragogy now because of your

experience with John and this class?"

Jake responded first:

> The big thing is that I probably came thinking of andragogy just as classroom-based learning, not necessarily the adult learner in whatever way an adult learns. So I think my understanding was broadened too even though we have talked about can children learn this way, but just how the adult learner, whether it's in a one-on-one thing in a work environment or whether it's in a traditional college classroom that it encompasses more than the college classroom.

> This led Dan to disclose his experience with andragogy and John previous to the course:

> I think I was kind of in a unique situation because I spent last semester working with you guys [as a graduate assistant] so I had the opportunity to spend some time getting to know Dr. Henschke, at the conference [30th annual Midwest Research-to-Practice] and some other things, so I had an image of the man. . . I didn't really have my mind wrapped around what the philosophy or concept was, so when we first started class, that was a new learning experience and I spent a lot of time, the first couple weeks especially, looking at John, his personality, what he was all about, and watching him facilitate, and then studying and reading what andragogy is all about and trying to equate the two together and trying to understand what it exactly is what this process is, and now I'm getting to feel fairly comfortable with it, that is I'm getting to understand it. I'm getting ready to do some presentations over spring break with seniors [65 and over], and I find myself as I'm working on my PowerPoints and stuff, I find myself thinking all right, how do I need to approach this from an andragogical perspective, what do I need to do here to change my lesson plan and the way I'm going to approach this to get more learner input, to get more

input from my audience? Which is something I would have never thought about before,

had it not been for this subject area, and this class. So it's already beginning to shift and

change the way that I, my worldview I guess. I'm already looking at ways to try and

integrate those things that I have learned from Professor Henschke.

Cheryl confided what she had expected from the course:

I think my expectation was more the do's and do not's of adult learning. But, that's not

what he says. For me, not only am I learning to better understand what this word means,

and how it impacts what adults learn, but it's teaching me another way of learning for

myself. I didn't expect to learn, to unlearn and relearn. I came in expecting to do what I

normally do, and take in some information and use what I can, rather than looking at the

world and learning, not just facilitating, from a different perspective. So I think that that

helps me really understand what the word means and how it could really be applied.

Jake corroborated Cheryl's thought, adding:

I think that is important. I also didn't expect to have to address the way I learn in the

process, because it's not a class that, I feel like it's not one-sided. You have to examine

yourself, and once you've got a hold on that you can apply it out, but you do have to

examine how you learn in order to even facilitate adult learning in another aspect. I think

the class pulls more out of you that way because in most classes you don't have to re-

program yourself to take a class; you take in information and spit out information. Even

if you learn some valuable concepts, it still makes you work on yourself. That was

unexpected too.

Josh also supported Cheryl's statement when he contributed:

I liked what you said a couple minutes ago about do's and do not's; that's kind of what I

was thinking. My understanding of andragogy is evolving, because again, do's and do

not's versus this whole kind of non-directed, again I'm going to use the word gelatinous;

we're still making progress but we kind of do this so it's still very, very, very foreign to

me, and as a result my comfort level is still not where I would like it to be. But I think

I've started, I don't know if I'm embracing the concepts in here yet, I don't know if I'm at

that point, but I'm starting to see some of what they're talking about. For me, and you

guys know I'm a psychologist, when I started this it sounds to me it's very much you do

what you want, you're the learner, I mean I'm here if you've got a question or something

like that, but I'm going to use these empathetic skills that I've honed as years as a

therapist saying okay how do you feel about this. It's kind of "huggy" kind of "feely,

mushy" kind of learning. And I don't mean that as an insult, that's just the way it strikes

me. So again, my understanding is evolving.

Cara concluded my original question:

I guess I see it as the study of adult learners in a little different way than that. Because I

guess I'm trying to put my take on it, teaching a college class, and how I can change the

way I'm approaching teaching a college class. And I've changed a lot of the methods I'm

using in teaching a college class, and it has helped me. And I'm trying to integrate what

I'm learning every week into practice, but it's a little frustrating because I feel like I've

just touched the surface of what I know and what we've learned. I know I haven't learned

that much yet because we're only halfway through the first course, but it's had an impact

on what I'm doing. I think the study of adult learners is a huge topic. Because I do see a

change in the way students are responding to the way I'm presenting material to them,

and I think that impact is very insightful to me and to them, and the tests that we gave

their responses were pretty incredible, what they learned from the way we presented the

material.

The next question posed to the group related to whether or not they saw John as

exemplifying his scholarship by way of his teaching. Because this group was new to andragogy,

I elaborated by mentioning that much of the suggested reading for the course was scholarship

John had produced. Basically, I was asking if they thought he walked the walk.

 Josh quickly raised a hand full of papers and said:

I think he does. A number of weeks ago we had a discussion and I don't remember what I

was saying exactly, and I was explaining that I'm having this difficulty, like I've

articulated before, and I remember he came in and gave me this. It's just an article

talking about definitions of adulthood. He personally presented it to me. He took the

time to say this is for you and if you want to read it, so yeah, to answer your question,

and here's an actual example, because he took the time and it was a week or two after the

fact.

Cara had her own thoughts on this question, and she asserted:

I think it's interesting how we walk in, and if someone has a burning question he

responds. And that's the direction the class goes. It's always fascinating to me, he doesn't

say well, we'll finish that later we've got to talk about this right now; we've got this

material to cover. Which, I might do. The direction may go on that topic for 15 minutes

and it's always interesting, it's related to whatever the topic is that we've read about and

I'm always fascinated by it. I don't know why, but this group [students in this class] is

really an interesting group and they bring up avenues to discuss that are related that seem

to make you think about other ways that adults are learning and why it relates or why it

doesn't relate... it is very helpful.

Jake pondered:

> I think it's his worldview, any time you try to guide it in another direction, I think his
> worldview encompasses this whole concept. Of course, he's been doing it for decades,
> but I think he thinks in that mode and I don't think he ever steps out of it. I think he sees
> the other side but he definitely operates in it, and becomes his worldview.

Cheryl substantiated the group view by contributing:

> We come to class and he says read this or that and we do, and then we come to class and
> you see it, you see the actual way it works, and I like the way he does that. It's not like
> you read something and that's it, he actually shows it, how this really works, and you are
> actually a part of the journey, if you understand what I'm saying. But I like that, that I
> read it and then discuss it, but I'm also seeing it happen. I'm participating in it, so I have
> firsthand experience of what I've read about so I can really truly attest to whether it
> works or not, and I do like that.

Jake then provided this insight:

> I think the whole trust factor goes in that too, because I don't think in some classes we
> would feel comfortable enough to do that, while he waits, that we trust him enough that
> we know he won't let us go astray, that he's going to guide us in the right direction if he
> needs to.

Dan substantiated Jake's statement:

> And he'll do that, if the conversation goes off afield, he'll pull it back, but he won't
> necessarily direct it, he'll just pull it back into the arena and then it can go its way. He's
> just masterful at it, it's just amazing.

Jake elaborated further:

> Because of the way he's created this atmosphere. I would have been very fearful to respond openly in other classes. But because of the relationships that we have built in here, that I don't come to class feeling like I'm going to show the wrong answer …. I'm not going to feel like I can't be a part of the class. And I have sat in classes that I have felt that, because even if I've read the material I'm not sure I understood it well enough to respond. That's not the way this class is done and I would say that I bet Dr. H could tell you all of his students that he's had because of this atmosphere…. But I guarantee he knows almost every person he's had a class with in a setting like this versus some other professors, they (students) were just a name. This is a way to get to know your students, so I think he has that natural desire to have that connection, that relationship with his students. …so you feel like that care factor is there too, that he actually cares about the learner.

Natalie had been stuck in traffic and arrived late to the discussion; however, she felt comfortable contributing to the question at hand:

> It's kind of amazing to me that at this point I can't see that there's any fine grade criteria happening here, and yet I'm reading all my material, even though there's no reward or punishment for doing it other than my own desire to read what he suggested to read. And it is an enormous thing because I have classes where I have grades that I don't read the material, and here I don't think I'm held to any accountability as far as grades, and yet I feel that I have to read the material, I want to read the material.

Dan replied to Natalie's assessment, "You want to have input, you want to be a part of the class."

Cara affirmed this belief, "So it's real inspiring in that way, and that comes about from how he

has set the stage, that is a consequence."

Jake continued to elaborate on the atmosphere he believed John provided:

> That's a very good thing to point out is the whole grade fear. I don't know about you guys, but that's still a fear, I have test anxiety and the whole fear of the grade thing. I can learn freely without that stress in here as well, that's gone. It's amazing how just the setting here just relieves that stress factor that is usually covering over me the whole semester of accomplishing this much to get to this point to recall this information, and that is not part of this class. I think I have learned more this semester because I am not stressed. I think that's a good point.

The final question for the focus group was, "Tell me of any ways you've seen John not exemplify the ideal (as expressed in his scholarship or andragogy literature) in his own teachings or interactions."

> Josh conveyed:

> I don't have a good answer for this. I thought about all these questions before I got here, but my concern is that I don't know enough about this concept yet to say, oh wait a minute... busted dude, caught you! In terms of how he doesn't, I can't answer that yet. I'm still struggling with the idea of all this stuff.

> I then probed the group further by asking, "Do you think there's something that he says that we as educators should do, that he doesn't do, but you just haven't found it yet?"

> Josh immediately replied:

> Yes, that's right. There's just something there, gut feeling, whatever you want to call it. I don't know what it is, I'm still skeptical. And I'm wondering, and it's not an insult or anything like that, I just wonder if he turns it off. Is he in character?

Dan deflected Josh's "gut feeling" by asserting, "What I see, and I get to spend a lot of time observing, he doesn't. He's exactly the same behind that chair as he is in the office." Dan supported his statement by adding, "He's my advisor, so I had to figure out next semester's course work, so of course I walked in and asked him what do you think, and asked me did you look at the courses?"

Dan's comment led Josh to speculate, "Maybe that's a time where you would want a little more structure."

Dan reassured the group by reporting the rest of the story:

So I went back and I looked at it a little harder, a little more, and made up my mind. And I came back and I said I've decided to take this. And he said well good choice. So basically he answered my question without answering my question, just you know kind of threw it back at me and allowed me to determine what I was going to take next semester. I will say this; it's the first time I've ever been advised in a manner like that. It was different, I will say that, and I went back and looked at it three times since then, and tried to sit down and say is this right, and I feel good about it.

Cara divulged what she interpreted as an example of John not exemplifying his teachings:

One of the first classes, there was something that was said, I can't remember the topic, he was on a roll about something negative …and I remember driving home going well I don't think that was very self-directed. There was some topic and I was really shocked that he went on and on about something very negative, something he didn't agree with, it was like the first or second class, and I went whoa. … And I thought that wasn't very what I thought andragogy was. That has not happened but that one time.

Jake offered a different recollection of the event Cara mentioned:

The only thing I remember with him being negative, it was in defense of protecting a

student. Somebody was giving a student a hard time with a dissertation, and he was

being negative with the other people that were asking questions … I heard him being

very firm but that was because he was trying to protect a student, he was fighting for a

student to the very end, and that came across as negative. I remember thinking, I'm glad

he's on my side. But you feel like he's going to not leave you high and dry whereas some

professors are like, oh well you should have figured that out or something.

Cheryl expanded upon that thought, claiming:

I think even when he shared his experiences that he's sharing himself not so much for you

to think the way he thinks, or to do what he's done, but to inspire you to think more about

whatever. I don't ever feel like he's trying to persuade me or push me or think... I just

think that, he does teach to his work, if that makes sense, so no I haven't seen him not

teach to his work, or facilitate to his work. To me he intentionally facilitates to his body

of work and it's very natural for him and it makes it comfortable and it makes me trust

him because you (John) know it, it's your stuff, so I believe you.

Natalie confided:

I'm taking an independent study with him for another credit hour, so I have to meet with

him four times and read a whole bunch more than you do, like here's Malcolm Knowles'

whole book. Anyway, there's a lineage of educators that the first guy at the University of

Chicago taught Knowles, and then Knowles taught Henschke, and so this lineage of

educators and this andragogy. And Knowles, Dr. Henschke is now the Knowles. He was

his protégé, and Malcolm Knowles has all these examples about his philosophy of adult

learning, and how to do this and, Dr. Henschke was his protégé and learned it from him,

and he's living it out too. From my perspective, reading all this extra stuff, that there's

this lineage and they're all living it out down the line. That they believe it. It's not just

like I'm teaching something because this is my subject matter that I have to teach, which

you can do that as a teacher, just teach subject matter…. And I think that he's more than

just teaching a subject matter, this is pervasive. He's living it out like he learned from the

people before him, and he believes it, it's not just a subject, he believes it and he's

carrying it forward with a passion. It's like a mission; he's on a mission with it.

Dan added, "It's like a life's philosophy. It's a way of thinking, a way of being, and it's more than

just subject."

The group discussed how they thought the philosophy of andragogy "played out" in

John's home life, for example, raising his children. This discussion led to Jake's declaration:

I could see that working because the mentorship part of it. I think he wants to do... He

adapted those things from Knowles and I think he wants to do that too... I think he's

hoping that he passes that down to somebody else, and somebody else is going to be, I

think he does want to be that apprentice, or mentor, without pushing the knowledge into

you, but passionately having someone come along beside him and I think that's it....

That's the impression that I get, that he just keeps doing that to... light the torches. The

passion spreads and then it goes into these other branches.

Cheryl remarked on how John provided alternative settings for the use of andragogy, "How it can

be applied in not just this setting too. He talks about corporate America; you can use these

principles there too. And I think that's good, that it's not just a right here kind of thing."

Jake concluded the session with the assertion:

 Normally somebody like that I would feel like I was less than them just because I didn't

have the experience, but even when I walked into a meeting that he was conducting the

other day … even in that meeting, everybody was an equal. He didn't take the leadership

role; it wasn't his theories or we're going to do it this way because I'm in charge. …but

it's the same, he makes you feel like, which I don't think we're on his level, but he makes

you feel that way... I feel like it is a respect thing. He gets down and puts himself on our

level. I've seen him in that meeting and just talking to him.

Conclusion

The focus group provided perceptions held by students enrolled in the Spring 2012

semester Building Blocks course. The course focused on the five building blocks that John

identified in his early research, which he has continued to expand. The students saw in John's

practice the application of the principles that John introduced in the course. The consensus was

that John lived the principles espoused in the andragogy literature.

The next chapter reveals the results of the IPI completed by John and of the MIPI-S

completed by his students, as well as an analysis of the video of John in action as an andragogue.

The video analysis uses the VETI and provides descriptions of John demonstrating trust in the

classroom, thus depicting the practice - theory connection in action. With the exception of

Cheryl, the students who participated in the focus group are the students who completed the

MIPI-S.

Chapter Six: Practice - Theory Connection in Action

Results of the IPI/MIPI-S

The next section presents the results of the IPI taken by John and the MIPI-S taken by the students on the first and last night of the Spring 2012 semester course. A graph depicting each version of the questions and all participant responses is presented. For ease of presentation, the responses provided on the surveys as A, B, C, D, and E, have been converted to 1, 2, 3, 4, and 5. After each graph, I have provided a brief analysis of the results.

Instructions given to participants completing the IPI/MIPI-S:

John:

Please indicate how frequently each statement *typically applies to you* as you work with your learners.

Learners:

Pre-Course- Please indicate how frequently each statement *typically applies to you* as you work with your professor.

Circle the response that you **anticipate** applies best to you regarding Dr. John A. Henschke, based on what you have heard in class today.

Post-Course- Please indicate how frequently each statement *typically applied to you* as you worked with your professor.

Circle the response that applies best to you based on your course with Dr. John A. Henschke.

Question 1

John: How frequently do I communicate to learners that they are each uniquely important?

Learner Pre: How frequently will my professor communicate to me, that I am uniquely important?

Learner Post: How frequently did my professor communicate to me, that I am uniquely

important?

1=**A**. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually

 5= **E.** Almost Always
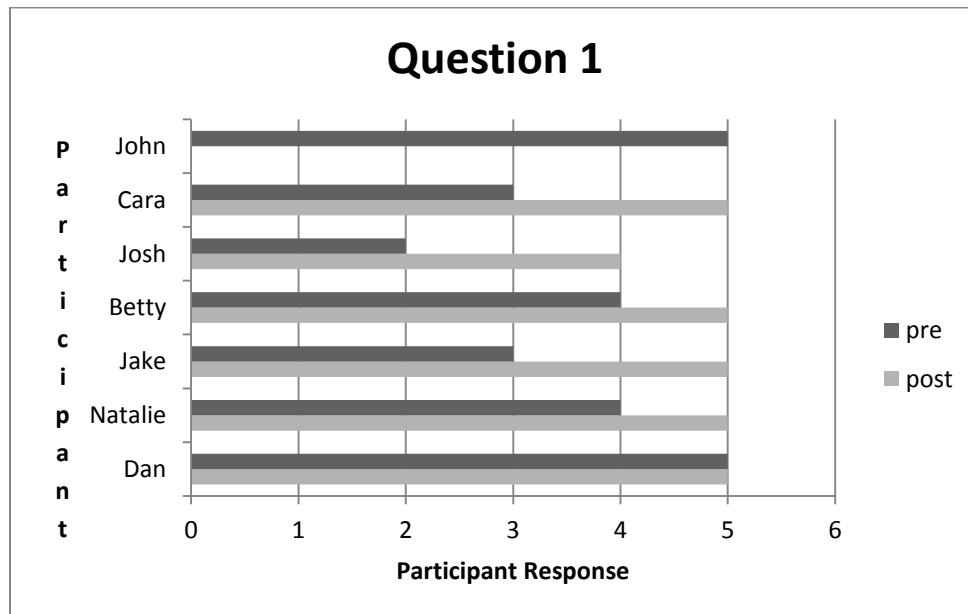
Question 1

Figure 2. Question 1

John's answer to Question 1 reflects his belief that he "almost always" communicates to

students that they are each uniquely important. On the first night of the course (pre-survey), only

one student anticipated that this would almost always be true. The other students' responses

varied. One student's perception was that this statement would "not often" be true. The

remaining four students were equally divided in their anticipation of how often John would

communicate that they are each uniquely important. Two students responded "usually," while

two responded "sometimes."

On the last night of the course, the post-survey revealed a very different perception of

John than that which was anticipated. The post-survey responses showed that all six participants

increased in their perception of how often John communicated that they were each uniquely important. Five of the six students endorsed the "almost always" response. Although Josh, the remaining student, did not perceive that John almost always communicated that they were each uniquely important, his "usually" response indicates a 50% increase from what he had anticipated based on the pre-survey.

An analysis of Question 1 provides evidence that congruency exists between John's perception of how often he communicates to students that they are each uniquely important and the perception of the students in the Building Blocks in Adult Learning Spring 2012 semester course. Given the importance in John's andragogy scholarship of communicating to learners that they are each uniquely important, these result indicate congruency between John's practice and scholarship.

Question 2

John: How frequently do I express confidence that learners will develop the skills they need?

Learner Pre: How frequently will my professor express confidence that I will develop the skills I need?

Learner Post: How frequently did my professor express confidence that I would develop the skills I need?

1=**A**. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually

5= **E.** Almost Always
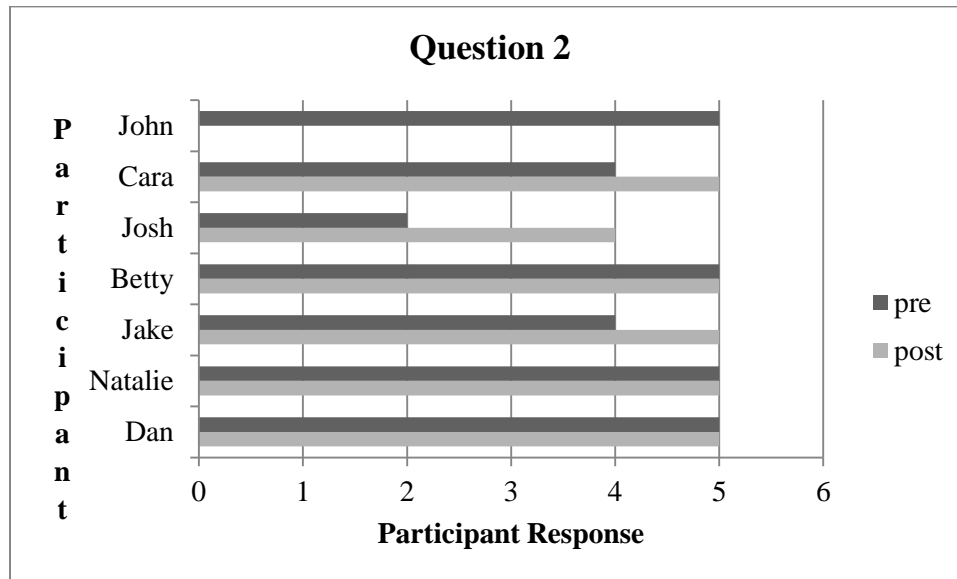
Question 2

Figure 3. Question 2

John's response to Question 2 reflects his belief that he "almost always" expresses

confidence that learners will develop the skills they need. At the time of the pre-survey, three

students anticipated this statement to be true. One of the remaining students anticipated that this

statement would not be true often, as evidenced by the response "not often." The remaining two

students perceived that this statement would be true "usually."

On the last night of the course, the post-survey results provided a perception of John that

validates 50% of the students' original expectations. The responses showed that all six

participants increased in their perception of how frequently John expresses confidence that

learners will develop the skills they need. Five of the six students believed that John expressed

confidence that learners would develop the skills they need "almost always." The "usually"

response of the remaining student, Josh, indicates a 50% increase from his anticipated belief as

identified in the pre-survey.

An analysis of Question 2 also provides evidence that congruency exists between John's

perception of how frequently he expresses confidence that learners will develop the skills they

need and the perception of this group of students. Such confidence is another tenet of John's

scholarship; therefore, congruency exists between John's practice and scholarship.

Question 3

John: How frequently do I demonstrate that learners know what their goals, dreams, and

realities are?

Learner Pre: How frequently will my professor demonstrate that I know what my goals,

dreams, and realities are?

Learner Post: How frequently did my professor demonstrate that I knew what my goals,

dreams, and realities were?

1=**A**. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
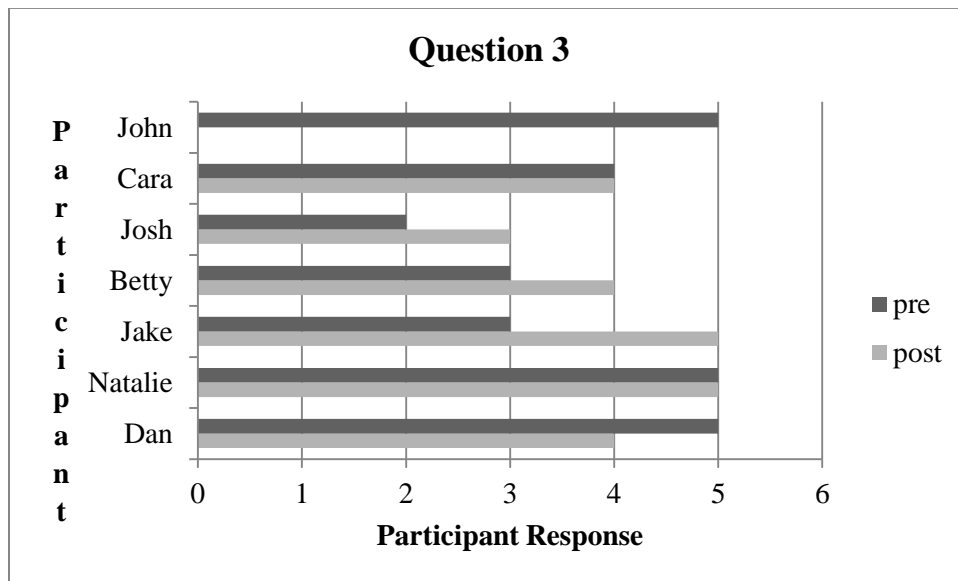
5= **E.** Almost Always

Figure 4. Question 3

John's response to Question 3 reflects his belief that he "almost always" demonstrates

that learners know what their goals, dreams, and realities are. On the first night of the course

(pre-survey), two students anticipated this statement to be true. The other students' responses

varied. Again, Josh's perception was that this statement would "not often" be true. Of the remaining students, one responded "usually," and the other two responded "sometimes."

The post-survey provided varied perceptions of John's demonstration of this belief. While the perceptions of five out of the six students increased, one student who had anticipated that John would "almost always" demonstrate that learners know what their goals, dreams, and realities are now endorsed the response "usually." This was the first post-survey response that fell short of the anticipated response.

Two additional students believed that John "usually" demonstrates that learners know what their goals, dreams, and realities are. One of these two students anticipated this action from John, while the other anticipated that this would be the case "sometimes." Thus, three students believed that John "usually" demonstrates that learners know what their goals, dreams, and realities are, while two believed this to be true "almost always." Although Josh, the remaining student, did not perceive that John "almost always" demonstrated that learners know what their goals, dreams, and realities are, his response of "usually" indicates a 50% increase from his anticipated level as identified in the pre-survey.

An analysis of Question 3 does not reflect congruence. Students in the Building Blocks Spring 2012 course did not have the same perception of John's practice of demonstrating that learners know what their goals, dreams, and realities are as John did. These results fail to support congruency between practice and scholarship.

Question 4

John: How frequently do I demonstrate that I prize learners' ability to learn what is needed?

Learner Pre: How frequently will my professor demonstrate that he prizes my ability to learn what is needed?

Learner Post: How frequently did my professor demonstrate that he prized my ability to learn what was needed?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
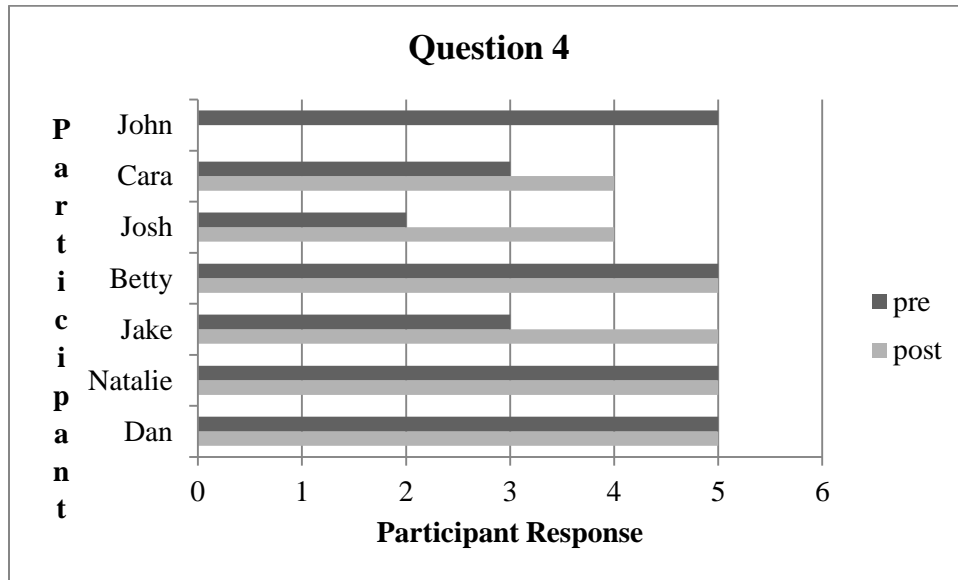
5= **E.** Almost Always

Figure 5. Question 4

John's response to Question 4 reflects his belief that he "almost always" demonstrates that he prizes learners' ability to learn what is needed. Three students revealed that they anticipated this statement to be true on the pre-survey. One student anticipated that this statement would "not often" be true, while the remaining two students perceived that it would be true "sometimes."

The post-survey results indicate a perception of John that validates three of the original expectations and shows an increase in the other three students' perceptions. Four students ultimately believed that John "almost always" demonstrated that he prized learners' ability to learn what was needed. The remaining two students indicated that they "usually" thought that John demonstrated that he prized learners' ability to learn what was needed.

An analysis of Question 4 indicates that all of the students endorsed that John either "almost always" or "usually" demonstrated that he prized learners' ability to learn what was needed. These results provide evidence of congruency between John's perception of this demonstration and the perceptions of his students. John's andragogy scholarship emphasizes that facilitators should demonstrate that they prize learners' ability to learn what is needed, so these results support congruency between John's practice and scholarship.

Question 5

John: How frequently do I communicate to learners they need to be aware of and communicate their thoughts and feelings?

Learner Pre: How frequently will my professor communicate to me, my need to be aware of and communicate my thoughts and feelings?

Learner Post: How frequently did my professor communicate to me, my need to be aware of and communicate my thoughts and feelings?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually

5= **E.** Almost Always
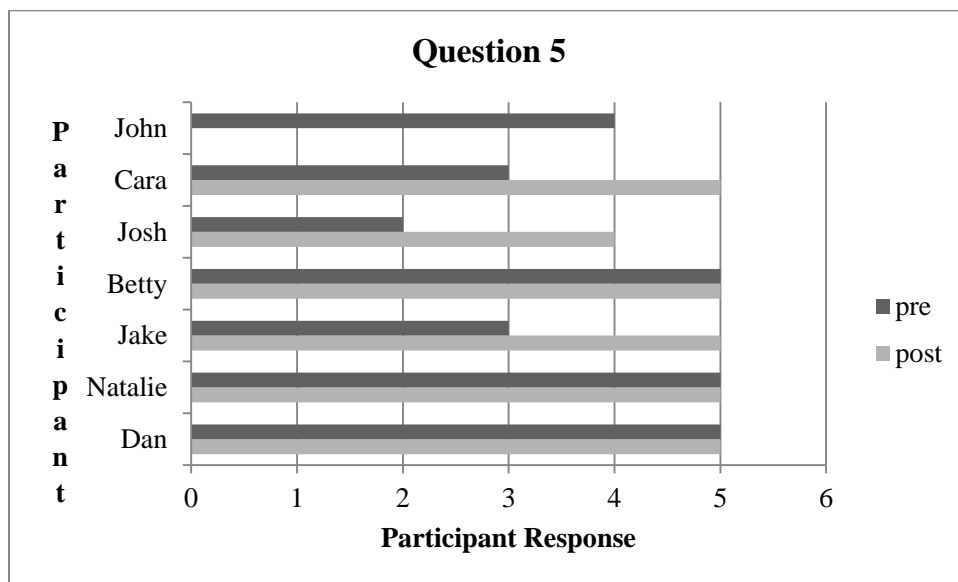
Figure 6. Question 5

John's response to Question 5 reflects his belief that he "usually" communicates to learners that they need to be aware of and communicate their thoughts and feelings. Three students anticipated that this statement would be "almost always" true. One student anticipated that this statement would "not often" be true, while the remaining two students perceived that it would be true "sometimes." This was the first time that this survey garnered a less than "almost always" response from John.

Post-survey responses were consistent among all students; John at a minimum "usually" communicated to learners that they needed to be aware of and communicate their thoughts and feelings. The beliefs of all three students who had originally anticipated that John would "almost always" communicate this idea to them were substantiated. The perceptions of the three other students increased. Students' post-survey perceptions at least met and in most cases exceeded John's perception of his communication of this idea, indicating that their perceptions of John's actions were better than John's personal perception of himself.

The analysis of Question 5 provides the first indication of others perceiving "more" of John than he did himself. Question 5 results provide evidence of congruency between John's perceptions and those of his students regarding how frequently he communicates to learners that they need to be aware of and communicate their thoughts and feelings. Given the emphasis of andragogy on communicating this idea to learners, these results indicate congruency between John's practice and scholarship.

Question 6

John: How frequently do I enable learners to evaluate their own progress?

Learner Pre: How frequently will my professor enable me to evaluate my own progress?

Learner Post: How frequently did my professor enable me to evaluate my own progress?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
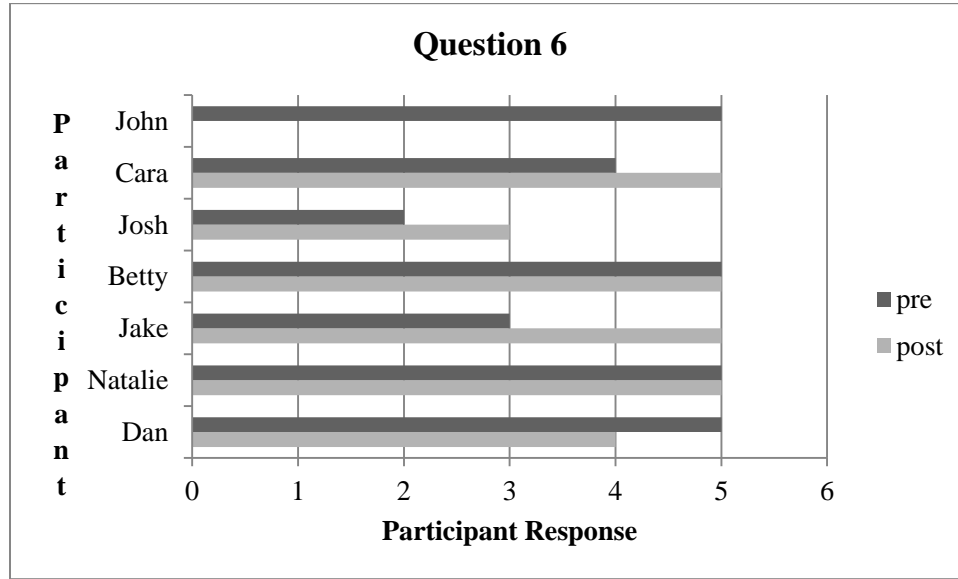
5= **E.** Almost Always

Figure 7. Question 6

John's response to Question 6 reflects his belief that he "almost always" enables learners

to evaluate their own progress. Three students' pre-survey responses matched John's. Another

student anticipated that this statement would "not often" be true, while the remaining two

students' perceptions varied, one endorsing "sometimes" and the other "usually."

The post-survey results indicated a perception of John that validates two of the original

three expectations that John would "almost always" enable learners to evaluate their own

progress. Regarding this question, another situation occurred in which a student's pre-survey

anticipation level was not met. On the first night of class, Dan anticipated that John would

"almost always" enable learners to evaluate their own progress, but the post-survey indicates a

decrease in this perception to "usually." The perceptions of the remaining five students all

increased. Two of the original "almost always" respondents and two additional students believe John "almost always" enabled learners to evaluate their own progress.

An analysis of Question 6 indicates that while student perceptions varied and one student's perception actually decreased between the pre-survey and post-survey, the majority of the students in the Building Blocks Spring 2012 course believed that John at least "usually" enabled learners to evaluate their own progress. According to these results, the perception of 66% of the participants indicates congruency between John's practice and scholarship, given that his scholarship supports learners evaluating their own progress.

Question 7

John: How frequently do I indicate I am able to "hear" what learners say their learning needs are?

Learner Pre: How frequently will my professor indicate he is able to "hear" what I say my learning needs are?

Learner Post: How frequently did my professor indicate he was able to "hear" what I said my learning needs were?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually

5= **E.** Almost Always
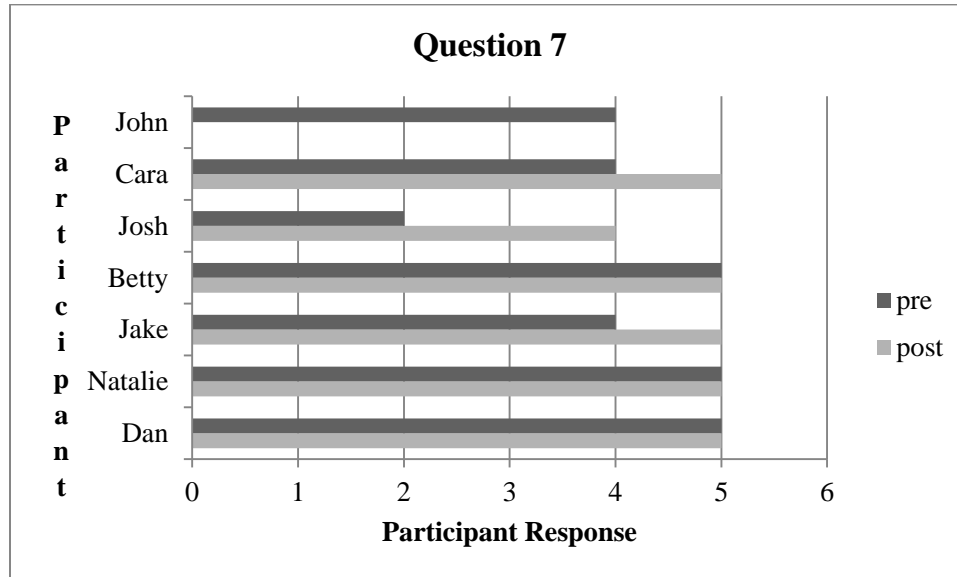
Figure 8. Question 7

John's response to Question 7 reflects his belief that he "usually" indicates that he is able to "hear" what learners say their learning needs are. On the first night of the course (pre-survey), three students anticipated that John would indicate that he was able to "hear" what learners were saying their learning needs were "almost always." This student perception of John exceeded his personal perception. One of the remaining students anticipated that this statement would "not often" be true, while two believed that it would be true "usually." This is the second time that John provided a less than "almost always" response on this survey.

The post-survey provided a perception of John that was consistent among all students; John minimally "usually" indicated that he was able to "hear" what learners said their learning needs were. Results indicate a 50% in participants' perceptions of this dimension. Three student perceptions remained the same at the highest possible level, while three increased. One student whose perception increased had originally anticipated that John would "not often" indicate that he was able to "hear" what learners were saying their learning needs were, while his post-survey results indicated his belief that John "usually" did just that.

Respondents' perceptions of John's practice on this measure were higher as a group than John's personal perception of himself. An analysis of Question 7 provides additional evidence of an individual that others perceive "more" of than he does himself. John's andragogy scholarship prizes facilitators' ability to indicate that they "hear" what learners are saying their learning needs are; therefore, the Question 7 results indicate congruency both between John's perception and his students' perceptions of his practice, and between John's own practice and scholarship.

Question 8

John: How frequently do I engage learners in clarifying their own aspirations?

Learner Pre: How frequently will my professor engage me in clarifying my own aspirations?

Learner Post: How frequently did my professor engage me in clarifying my own aspirations?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
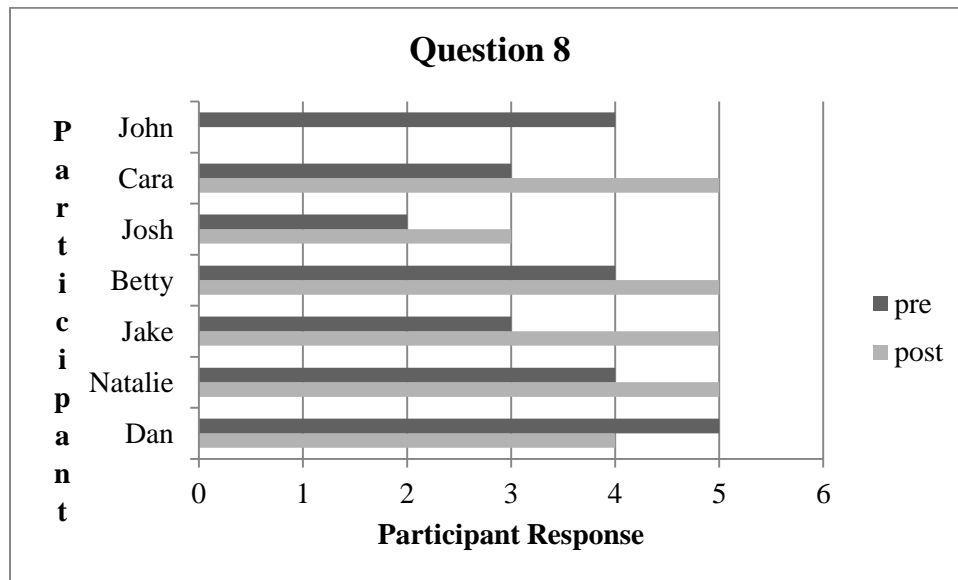
5= **E.** Almost Always

Figure 9. Question 8

John's response to Question 8 reflects his belief that he "usually" engages learners in clarifying their own aspirations. Only one student anticipated that this statement would "almost always" be true. The other students' responses ranged from "usually" to "sometimes" to "not often."

The post-survey results indicated a very different perception of John than that which was anticipated. The post-survey responses showed that five of the six participants increased in their perception of how frequently John engaged learners in clarifying their own aspirations. Four of these five students believed that John engaged learners in clarifying their own aspirations "almost always." The other student whose perception increased ultimately endorsed a response of "sometimes." The remaining student indicated a decrease in perception from that anticipated in the pre-survey. This student anticipated that John would "almost always" engage learners in clarifying their own aspirations, while the post-survey reflected that his perception became that John "usually" engaged learners in clarifying their own aspirations.

An analysis of Question 8 provides evidence that congruency exists between John's perception of how frequently he engages learners in clarifying their own aspirations and the perceptions of the students in the Building Blocks Spring 2012 course.   Participants' perceptions exceeded John's 66.66% of the time and matched John's 16.66% of the time. However, one student's perception was lower than John's (16.66%). Andragogical scholarship encourages facilitators to engage learners in clarifying their own aspirations, so these Question 8 results indicate congruency between John's scholarship and practice.

Question 9

John: How frequently do I work toward developing a supportive relationship with individual learners?

Learner Pre: How frequently will my professor work toward developing a supportive

relationship with me?

Learner Post: How frequently did my professor work toward developing a supportive

relationship with me?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually

5= **E.** Almost Always
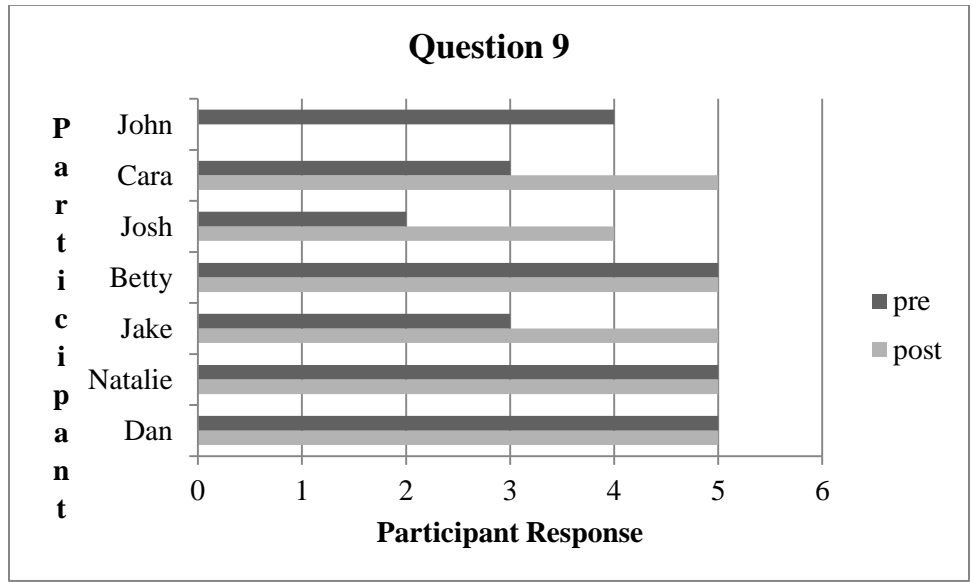
Figure 10. Question 9

John's response to Question 9 reflects his belief that he "usually" works toward

developing a supportive relationship with individual learners. Pre-survey results indicate that

three students anticipated John to work toward developing a supportive relationship with them

"almost always." Their perception of John was greater than his personal perception. One

student anticipated that this statement would "not often" be true, while the remaining two

perceived that this statement would be true "sometimes." This is the third time that John

provided a less than "almost always" response on this survey.

Post-survey perceptions were consistent among all students; John at a minimum "usually" worked toward developing a supportive relationship with individual learners. This result reflects an increase in 50% of the participants' perceptions of how frequently they anticipated John to work toward developing a supportive relationship with them. Three student perceptions remained the same at the highest possible level, while three student perceptions increased. This increase reflects one student who anticipated that John would "not often" work toward developing a supportive relationship with him but ultimately perceived that this "usually" occurred. The other two student responses increased from "sometimes" to "almost always."

The perceptions of these students as a group exceed John's personal perception of himself. An analysis of Question 9 provides additional evidence of an individual who others perceive "more" of than he does himself. This response provides evidence of congruency between John's perception and those of his students regarding how frequently he works toward developing a supportive relationship with individual learners. Facilitator development of such relationships is endorsed in the andragogy literature, so these results indicate congruency between John's practice and scholarship.

Question 10

John: How frequently do I experience unconditional positive regard for learners?

Learner Pre: How frequently will I experience unconditional positive regard from my professor?

Learner Post: How frequently did I experience unconditional positive regard from my professor?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
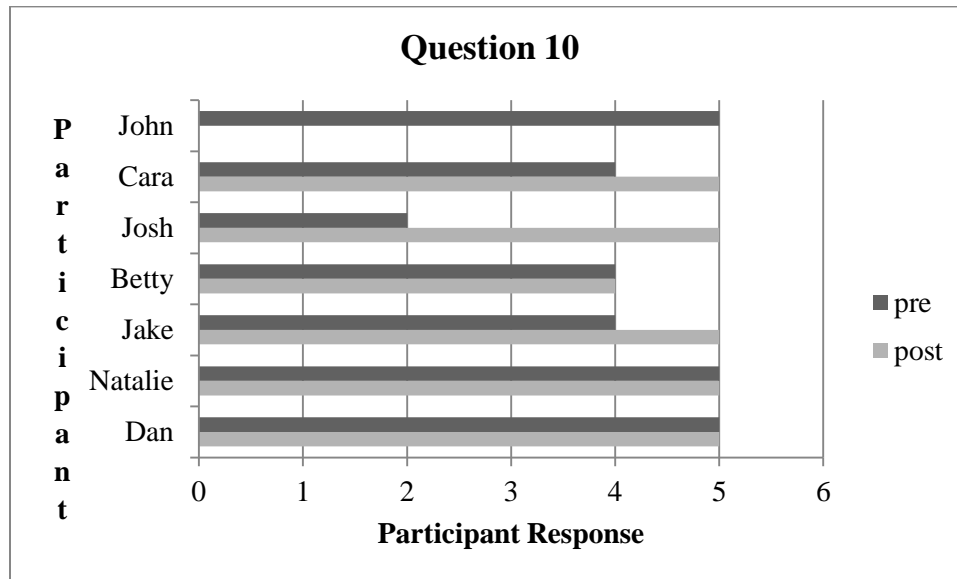
5= **E.** Almost Always

Figure 11. Question 10

John's response to Question 10 reflects his belief that he "almost always" experiences

unconditional positive regard for learners. On the pre-survey, two students anticipated that they

would "almost always" experience this positive regard. One student thought that this would "not

often" occur. The three other students expected to experience this positive regard "usually."

Students' post-survey perceptions of John were consistent; at a minimum, they "usually"

experienced unconditional positive regard from John. Five out of the six students believed that

they "almost always" experienced unconditional positive regard from John. The only student

who did not have this perception remained consistent with her pre-survey response of "usually."

Of these student respondents, 83.3% indicated perceptions congruent with John's

personal perception regarding his feelings of unconditional positive regard for learners. An

analysis of Question 10 reveals Josh's first "almost always" response, as well as Josh's largest

increase in perception on a single question between the pre-survey and post-survey, moving from

"not often" to "almost always." Further analysis provides evidence of congruency between

John's perception of how frequently he experiences unconditional positive regard for learners

and his students' perceptions of how often they experienced unconditional positive regard from

John. John's scholarship looks favorably upon such positive regard; therefore, congruency

appears to exist between John's practice and scholarship.

Question 11

John: How frequently do I demonstrate that I respect learners' dignity and integrity?

Learner Pre: How frequently will my professor demonstrate that he respects my dignity and

integrity?

Learner Post: How frequently did my professor demonstrate that he respected my dignity and

integrity?

1=A. Almost Never   2=**B.** Not Often   3= **C.** Sometimes   4=**D.** Usually
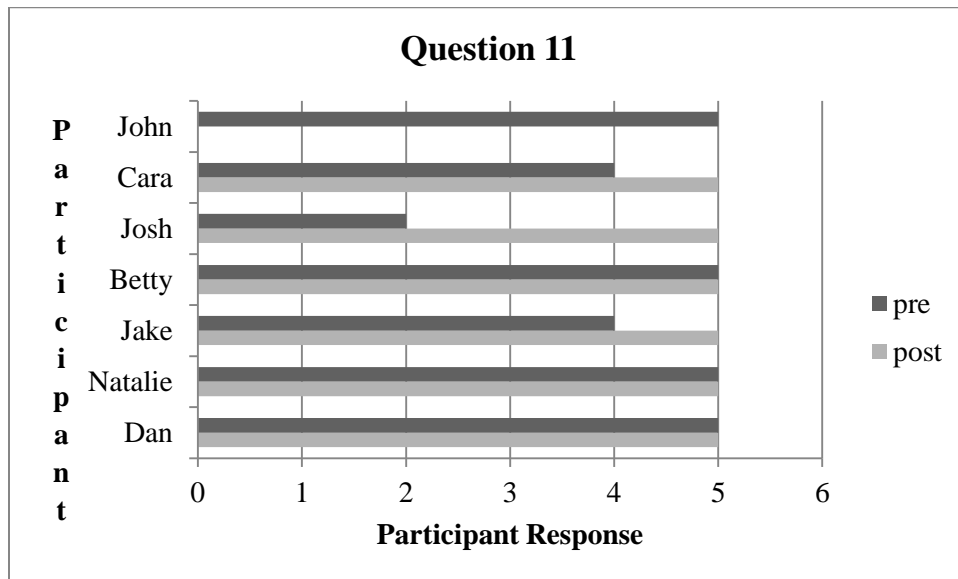
5= **E.** Almost Always

Figure 12. Question 11

John's response to Question 11 reflects his belief that he "almost always" demonstrates

that he respects learners' dignity and integrity. The pre-survey responses of three students

indicated that they anticipated that this statement would be true "almost always." One student anticipated that this statement would "not often" be true, while the remaining two students perceived that it "usually" would be true.

On this dimension, the post-survey for the first time indicated unanimous perceptions of John. Both John and all of the student respondents indicated that John "almost always" demonstrated that he respects learners' dignity and integrity. This respect serves as a tenet of andragogical theory, thereby indicating congruency between John's scholarship and practice.

Question 12, the true/false question "My professor trusts me as a learner," rounded out this survey. Participants on both the pre- and post- survey responded 100% that they believed John trusted them as leaners. This helps demonstrate the congruency of John's practice and scholarship. John's scholarship asserts that the facilitator must trust the students to learn what is necessary, and this final question of the survey displays the unanimous belief by the students participating in this study that John does trust them as learners.

Video of John in Action

I analyzed the video footage of John facilitating the Building Blocks course for visual evidence of trust in the classroom. Trust is a key element in any relationship (Risley, 2012). Fundamental to the theory of andragogy is the relationship between facilitator and learner. Thus, trust is necessary in an andragogue's classroom. This video also provided visual evidence to evaluate the congruency between John's practice and scholarship.

In Chapter 2, page 43 of this study I addressed the importance of climate setting in the classroom. John utilized andragogical theory by setting a climate conducive to learning. John arrived in the classroom approximately 15 minutes before class was to begin. Arriving early to

class is not unique to andragogy; however, some of the steps John incorporated into readying the classroom environment are considered andragogical in nature.

Andragogical climate setting includes preparing the learning environment. John turned on lights and arranged chairs. Typical classrooms are organized with chairs facing the front of the classroom, students viewing the back of the student in front of them. John's andragogical classroom used chairs/desk arranged in a semi-circle. John's seat is within the semi-circle. John or a student who understands and values the seating arrangement of the classroom will move the desk into the semi-circle [students sometimes take the responsibility of arranging the seating, though John never asks students to arrange the seating; he plans time to do this himself].

Most class meetings involve the use of publications/articles, thus, the computer, projector, and screen are used in the classroom setting. John turns on the computer and projector and arranges the screen before starting the class. Lindenwood University utilizes PC common, which is a program affording faculty space to upload material for student access via a local server, John post all anticipated course material on PC common prior to the start of each semester. Throughout the semester, any additional information determined beneficial to the course is posted. John will access the selected reading material providing a visual copy for use during the class discussion.

The first night of class John assures the students that he realizes that everyone in class is an adult with responsibilities outside the classroom, some of those responsibilities might require a student to miss a class meeting, John assures students he will work with each student allowing each student to remain current with class material without penalty. John's opening class assurance is also related to phone calls. John requests that if a student feels it necessary to

answer a phone call they need to step out into the hall, phones on silent are accepted in John's classroom.

Video examples of visible elements of trust displayed by John, as identified by the VETI, are available at www.andragogyacademy.com. Using the VETI as a formatting tool, I provide here detailed descriptions of examples available in the video, which was recorded Spring 2012.

Visible Element of Trust Inventory (VETI)

1. **Communicates to learners that they are each uniquely important**?

     In the middle of the semester, during one of the class discussions, John related the advice a colleague had given him when he started his work with UMSL; "I only have one thing to tell you, be available to the students." John and the class laughed as John expressed that there had been plenty of "interaction" ever since. John continued by saying, "They come and holler at me, or say I'm wonderful, or they disagree with me, or whatever, but it is the quality of the interaction that really takes the day. I am intensely interested in what you have to say, how I can work with you to move you where you want to go without getting in your way, or if I am in your way, to get out." John believed that each interaction with each student was important.

     John demonstrated this element when he engaged individual learners in a conversation about what they do in their individual practice. For instance, on one occasion a student questioned how she could use the living lecture format in an upcoming seminar she was conducting. John engaged the student in a session where he asked questions regarding her seminar topic and then encouraged her to incorporate the living lecture into her seminar. He told her she did not have to use only the living lecture she could "just try it on a small section" the student facial expression was one of relief, John just assured her that his techniques were not all or nothing, it was acceptable to start small. A few weeks later, after the seminar was completed,

John inquired on the seminar session. The student shared the experience with the class, further

supporting John's assertion that sprinkling andragogical methods and strategies into every day

practice was possible.

Another example is when John encourages students to share components of their

individual practices and what they hope to gain from experiences in the course.

2.   **Expresses confidence that learners will develop the skills they need?**

During a discussion regarding who is responsible for what the student needs to know,

John asserted that learning should not be about grades. John does not believe that grades express

confidence; he believed that his actions, and body language, verbal and non-verbal are true

indicators of confidence. He lamented that most of education has become about passing and

failing, not about learning. He acknowledged that, "That may push a hot button for somebody,

but if we can get past that and get in touch with our curiosity, what is it you need to know, what

are you curious about, what do you really want to know?" John saw this as what learning should

be about and expressed that the learner is in charge of what they need to know. One way John

saw of addressing the grades issue [required by the university] was to assign grades based on the

following: Class Discussion Participation; Facilitation of any Assigned Activities; Active

Participation in Class and Online Discussions this included assessment instruments and other

self-evaluations tools, not the discussion which is a separate category; and, Project Work

including Presentations and/or Power Points.

Midway through the semester the class was participating in one of the many self-

diagnostic instruments John has collected over the years. When it was time to share the results a

student reported scoring herself very low. John encouraged her to reevaluate her responses to the

questions. He felt she scored herself too critically. The student used this experience as her

example to question twelve "My professor trust me as a learner" of the survey. She stated, "I will always remember his faith in me as a learner and facilitator." Results were reported earlier in this chapter.

An additional example was when a student expressed concern over using the living lecture in her classroom because her program was considered content heavy. She felt that the living lecture was to open ended and that she may not have all the answers to questions the students might address. John asked her if she thought she would have "all the answers" in five years, 10, maybe 20. John assured the student that she knew the material and that if a student asked a question she did not have an immediate answer for that there was no shame in admitting that she [the teacher] would look it up, or better still, that the student and the teacher should look it up, thus both benefitting from the experience.

A key component of andragogy is climate setting; John established a climate conducive to learning each class with his open, trusting, enthusiastic personality. In Chapter 5 student's commented on John's ability to inspire, students recognized John's confidence in them even when they did not have the same confidence. John makes the student believe they can provide the same experience in their practice.

3. **Demonstrates that learners know what their goals, dreams and realities are?**

John handed out the Reflections on my Self-Directed Learning Experience, an instrument designed to address self-directed learning, available in Appendix H; it asked what the "biggest" change was that students had experienced over the last two years and who had directed that change. Every member of the class shared that their biggest life change over the last two years was pursuing their educational goals. Education, a dream and goal for every member of the class, currently was a reality.

One student expressed that although she wanted her doctorate, it was required for her to keep her job. She did not have a choice; her reality was that if she did not have a doctorate, she did not have that job. She acknowledged, however, without prompting, that it was her choice whether or not to take the steps necessary to keep her job. By using and encouraging the learners to share the results of the instrument, John demonstrated that he realized that learners know what their goals, dreams, and realities are. He listened to them as they shared their experiences with the class, and then he shared his experiences as well, demonstrating that he was a co-learner in the process.

The Building Blocks course is not a course requiring writing outside of class; however, reading outside of class is expected. Andragogy courses do not typically involve students reading during class time. Students read material outside of class leaving the majority of class time for discussing the material and relating the subject to their individual practice. Another aspect of class time was spent on self-diagnostic instruments. The use of self-diagnostic instruments demonstrated to students that they are in touch with their own goals, dreams, and realities.

4. **Prizes learners' ability to learn what is needed?**

Early in the semester, during a discussion about how adult learns, a student questioned how children were different than adults in regard to having a deep need to be self-directed; in the active discussion that followed, students provided statements of support for this position and posed additional questions. Finally, the student who had raised the initial question said, "I'm sorry, this is my first andragogy class. I'm not questioning you; I'm trying to understand." John smiled at the student and said, "That's alright, that's what these are for, to raise questions, to disagree, to challenge, to take issue with and so forth." John then offered an explanation of how

adults differ from children. By posting a variety of material on PC common he demonstrated his understanding that learners know what they need to learn and that they will learn what they each feel is important and valuable to them as individuals.

5. **Communicates to learners they need to be aware of and communicate their thoughts and feelings?**

After John had provided examples and explanations for a stated question, he asked the student, "Did I address your question?" When another student commented that he was still a little "foggy" on the subject, John responded, "Yes, I'm sure. I just wanted to know if I had responded to your question, not answered it or convinced you. I'm talking about have I addressed some of your question, that's the important part, that the discussion has to do with taking issue with statements that are made and saying I agree with this or I don't agree with this and here is why." John does not expect the students to understand everything the first time, he wants to make sure that each student feels that they have the opportunity to ask questions and that John will address each question. Sometimes the question is best answered by reflection, thus, John does not need to provide an absolute answer.

On another occasion when John was wrapping up a topic, a student apologized for getting off what he had perceived to be the topic. John laughed and said, "That's okay, that's why it's structured this way, so we can discuss what's important to you."

Communication is vital to all relationships, and relationships are a foundational concept of andragogy. The relationship between facilitator and learner is important to John. Some students commented in the course evaluations that they felt a lack of structure in the class, which reflects the open communication style that was prevalent in John's classroom. For example, on the first night of class students acted like they do in every other course, they raise their hands and

wait to be called on before speaking. At some point in the course, after the first or second class, students realized that the usual hierarchy of teacher-student was not present in John's classroom. Students felt free to contribute without waiting to be call on; however, mutual respect was evident in the class. By the end of the semester, students were confident in their contributions to the whole of the learning process and freely expressed opinions. This confidence is validated by the student responses presented at the beginning of this chapter.

Communication is not only verbal, John communicated to students the importance of each being aware of and comfortable in communicating their thoughts and feelings when he arrives early for class and engages students in conversations about their life. John does not only arrive early, he is always the last person out of the class. John answers questions and encourages students to try methods and strategies discussed in class. Sometimes the "after class" discussion does not relate to class subjects, but simply a subject of interest to the student. Chapter 5 presented John as a relationship builder; John's ability to communicate with students is the key to John being considered a relationship builder.

6.   **Enables learners to evaluate their own progress?**

Towards the end of the course, John gave each student a self-diagnostic tool. This instrument, a standard assessment tool for the andragogy program, was developed to assess the progress made by students during a course. One question on the Self-Diagnostic Rating Scale (SDRS) scored on a 5 point Likert scale, was "ability to conceptualize and explain the role of teacher as a facilitator and resource person for self-directed learners" for most students this question was simple. However, another question on the SDRS was "ability to design and conduct one-hour, three-hour, one-day, and three-day learning experiences to develop the skills of self-directed learning"; this question did not generate the same confidence.

When students expressed concern for the program's continuation if they were to give low scores on the rating scale, John assured them that it was okay to assign low ratings. John was effectively enabling learners to evaluate their own progress honestly.

7. Indicates ability to "hear" what learners say their learning needs are?

At the beginning of the very first class meeting, John explained to the class: "I do things a little different than other professors. I focus on the theory of andragogy, and I do what I can to make my theory and practice come together, so if I say adults learn a particular way, therefore I want to make sure that's what I do. I want to demonstrate that. In my courses I have asked permission of my students if they will allow me to digitally record what we do in class, so if someone is not able to be in class a particular night they can go on PC Common and get the material and hear what the discussion was."

After providing a few more details, John finished with, "So if you are okay with that, I will turn on the recorder."

8. Engages learners in clarifying their own aspirations?

A synonym for aspirations is objectives; one example of John engaging learners to clarify their own objectives occurred when he discussed contract degrees. Previously I stated that the Building Blocks course is a foundational course and ideally the first course in the andragogy program. However, the Building Blocks course is not offered every semester, thus some students are exposed to aspects of the andragogy program for example learning contracts, before they complete the Building Blocks course.

During the Spring 2012 semester John facilitated two courses Building Blocks and Trust Building for Organizations and Individuals through Andragogy. Three students enrolled in Building Blocks also enrolled in the Trust course. A requirement for the trust course was a

learning contract, while a learning contract was not a requirement for the Building Blocks course

the students did engage in discussion about the use of learning contracts. John briefly explained

the use and purpose of learning contracts in the classroom. When students were curious John

directed them to PC common and information on learning contracts. One student in the course

decided he wanted to use learning contracts in his practice.

While learning contracts where not a requirement, student interest directed John's

actions. He provided the information students required. This example also qualifies as Prizing

learns ability to learn what is needed.

Another example of engaging learners in clarifying their own aspirations was John's use

of the Competencies of the Life Roles instrument. The instrument evaluated the learners current

level of competencies verses the desired level. The learner then develops a learning objective

enabling the learner to reach the desired level.

9. **Works towards developing a supportive relationship with individual learners?**

This video provided examples of John developing a supportive relationship every night

that he shared a personal experience or story. Each time he engaged the students before class

started, he encouraged them to share personal experiences from the past week. Every time a

student said, "I don't want to bore you with a personal story," John would laugh and assure the

class, "They are all personal stories." He encouraged students to share, and this mutual openness

formed the foundation of strong, supportive relationships.

10. **Exemplifies unconditional positive regard for learners?**

John typically sits and lets the learners in the class discuss the topic first. He does not tell

them what the answer according to "John" is; he leans back and lets the discussion develop.

After everyone else has shared their thoughts on the subject, he shares his. John does not

demonstrate that he is the only resource or even expert in the room. He regards his students

positively as co-learners, setting a climate filled with trust and acceptance, which allows them to

feel supported.

Another example of John's unconditional positive regard for learners' was when a

student asked him, "How do you stay on topic? How do you direct the group to stay on topic?"

John looked around the room and asked, "Anybody have any ideas about that?" He let the class

respond to the question before providing his own suggestions.

11. Demonstrates respect of learners' dignity and integrity?

The dictionary defines dignity as worthiness and integrity as soundness of moral

character. John demonstrates respect for the learner's dignity and integrity in multiple ways. He

addresses them as equals, acknowledging them as facilitators of learning in their own right. He

sits and talks with them; he does not stand in the front of the class and talk at them. He

encourages everyone in the class to contribute to the discussion before he adds his thoughts.

Another form of John demonstrating respect for learner's dignity and integrity is when I

mentioned that John uses a variety of self-assessment tools in his classes, he completes each

assessment with the class and shares his results the same as other members of the class. John

verbalizes to the class that he is a lifelong learner and that he views himself as a co-learner in

each course.

Conclusion

This study investigates the research question, "How does John A. Henschke's practice

mirror the andragogical theory espoused in his scholarship? This chapter presented results of the

pre- and post- course surveys completed by John and students enrolled in Building Blocks, a

course facilitated by John concurrent to this study. Additionally, descriptions of the video

recordings of the Building Blocks course provided examples of how John A. Henschke's practice mirrors the andragogical theory espoused in his scholarship. These data sets answer the research question of this study. This video provided visual evidence to evaluate the congruency between John's practice and scholarship, thus, congruency in an adult education classroom. The video also provided visual documentation of the use of andragogy in the adult education classroom and visual evidence of the principles of andragogy in action.

Chapter Seven: Discussion, Reflections, Recommendations, and Conclusion

Overview

The purpose of this qualitative study was to explore the congruency between the practice and scholarship of a leader in the field of adult education, John A. Henschke, through a triangulated investigation. The study aimed to explore how Henschke's practice mirrors the andragogical theory espoused in his scholarship through both subjective and objective data. The subjective data took the form of perceptions held by current and previous colleagues, students and John himself regarding John's practice and scholarship. The objective data was provided by the video recordings of John actively facilitating adult education, in John's case, andragogy.

This study originated from the perceived need for evidence of congruency between practice and scholarship in adult education, specifically andragogy, as well as for visual documentation of andragogy in the adult classroom. John is not only a leader in the field of adult education; he is also widely published and considered by many to be the expert on andragogy in the United States. The question of congruency is vital considering the responsibility placed on leaders to be authentic and creditable.

At the time of this research, John's scholarship centered on andragogy and the principles of andragogy, including its history, theory, and practice. The principles of andragogy are implemented in the practice of andragogy. Many of these principles are evident in the instrument selected to provide a structure for this study, the IPI, which John developed from his extensive practice and research in the field.

The IPI identified seven characteristics of the adult educator. Of those seven, five were identified as andragogical and two as pedagogical in orientation. The seven characteristics included: a) Teacher Empathy with Learners, b) Teacher Trust of Learners, c) Planning and

Delivery of Instruction, d) Accommodating Learner Uniqueness, e) Learner-Centered Learning

Processes, f) Teacher Insensitivity Toward Learners, and g) Teacher-Centered Learning

Processes. Characteristics (f) and (g) are considered pedagogical.

John has asserted in scholarship, during his facilitation of doctoral courses and during my

interview with him for this research that the five andragogical characteristics are paramount to

the practice of adult education. There have been 14 other doctoral dissertations based on the

characteristics identified in the IPI, three of those quantitatively validated. All known research

conducted by John and others consistently has reported "Teacher Trust of Learners" as the

strongest element in the instrument. This study focused on that topic of congruency of practice

and scholarship, with an emphasis on trust, which was also one of John's research focuses at the

time of this study. Without trust, John could not be congruent.

Much of John's scholarship has focused on the relationship between facilitator and

learner; trust is fundamental to that relationship. John's research has asserted that relationships,

including modeling, authenticity, and credibility, are guiding elements in andragogy. John's

scholarship has contributed to the body of knowledge available on multiple dimensions of

andragogy. This study aimed to explore John's andragogical practice when viewed through the

mirror of his scholarship.

The findings of this study are situated, as the research question would suggest, as a

mirror. When one looks into a mirror, the image reflected back is not always the image others

see. That image is only one interpretation, like this study. However, this study offered

interpretations held by three distinct groups of individuals, specifically, colleagues, students, and

John. Each group held interpretations and perceptions that, when held up to the mirror of John's

scholarship, reflected an image of John and addressed the research question, "How does John A. Henschke's practice mirror the andragogical theory espoused in his scholarship?"

This study's findings are reflected from these three groups. As one study participant commented, "As a practitioner, what was important was not what people on the surface might see, but who you are and how that influenced your practice verses your practice influencing you." The reflections in this study provided an image of the whole, not of the practitioner or scholar independently. Interwoven into the prospective reflections presented was John's scholarship.

Discussion

John's continued publication about and use of the living lecture in the learning environment, the building blocks in adult learning and the resulting IPI reflect the congruency between his practice and scholarship as viewed by colleagues and students. This study did not result in findings that could be considered surprising. In fact, everyone who had ever experienced John believed that this was just *who* he was. The study did, however, find areas of strengths and areas in need of a closer examination by John regarding his actions or the perceptions his actions elicit. John, like the rest of us, is only human, and as such, is still a work in progress.

Participants pondered their perceptions of John's practice and personality. One of the students in the focus group who had only experienced John for the first eight weeks of the semester questioned whether John really acted "this" way everywhere, all the time. However, the majority of the students in the focus group felt that he really was the individual they experienced in class each Tuesday evening. It was the consensuses of the focus group that he was the same all the time, everywhere.

Half of the interviewees consisting of colleagues and previous students did not believe in John's espoused theory of andragogy. Before the interviews even began, a few of those individuals wanted to make sure that I was aware that they did not believe in andragogy. A few even commented that they wanted to give me the opportunity to decide not to interview them for that reason. However, every individual I interviewed believed that John believed in andragogy and that John practiced andragogy as he interpreted it, as a way of life, not as a job or even as a profession. Andragogy was not something that he turned on and off.

With only one exception, every interviewee had extensive knowledge of the dissertation process. Most participants were academics at a collegiate level; only two did not hold a doctoral degree (excluding myself), and one of those was in the process of dissertation research. Out of the nine remaining participants (excluding myself), six made the verbal assumption that John was not only part of my dissertation committee, but the chair of my committee. None of the participants verbalized this assumption until after they had completed the study interview. These assumptions indicated that participants who were fully aware of the dissertation process felt confident in John's ability to remain professional while chairing the committee of a dissertation of which he was also the subject. Each time this false assumption was vocalized, I corrected it by assuring the participant that John was not involved in my dissertation in any form other than as a primary resource.

The purpose of this study was not to explore John's religious beliefs. Thus, without making a religious connection, multiple participants made the analogy that John was a disciple or apostle of andragogy. John himself admitted that he was a missionary for andragogy, that he would try to bring andragogy into people's lives because he saw its relevance in every adult's life, whether in a classroom or while learning how to work the computer or use solar cookers in

the Mali countryside. John viewed andragogy as a life philosophy interwoven into the fabric of

life.

Possibly, because John saw andragogy as a philosophy of life, he gave the impression of

being uninterested in other aspects of higher education. John lacked interest in the K-12 program

at Lindenwood University, did not participate in faculty groups reviewing doctoral dissertation

prospectus submissions, and even conducted comprehensive examinations differently than in the

core program, perhaps because the andragogy literature does not address such matters. Perhaps

these are examples of when a learner is not ready to learn, in accordance with the andragogical

assumption that adults learn when they see value to their lives. Another possibility summons the

andragogical concept of relevance to learning; John may not have seen any relevance in these

matters. Or perhaps John is a self-directed individual practicing the andragogical concept of

accommodating learners' uniqueness in a way that causes some to consider his actions those of a

"rule breaker."

Perceptions held by others provide valuable insights into the nature of a person. The fact

that John is considered by some to be uninterested in anything unandragogical within higher

education is important to evaluate. Many times, others see what we ourselves cannot. In this

case, others see either a false image or an opportunity for John to grow as an individual.

Another potential opportunity for growth involves the theme identified in the study that

addressed the perception that John was insensitive to learners. One of the examples given was

that if a student wanted to be taught pedagogically, then to teach andragogicaly was insensitive

and constituted "Teacher Insensitivity Towards Learners." While this persistent use of the

method itself could be perceived as insensitive by people unfamiliar with the andragogical

concept of moving the learner from dependence on the teacher to self-directed learning

(Knowles, 1980), the andragogical model recognizes the need for such intervention depending on individual circumstances, lack of experience in a content area for example. Another example was the perceived lack of structure in the course. Individuals unfamiliar with the discussion techniques and other methods of instruction delivery commonly used in an andragogical setting could easily misinterpret these methods as unstructured and thus insensitive to learners. It may be worthwhile to issue a "warning" for students unfamiliar with andragogy about how the course may seem unstructured even though the objectives are being met.

Overall, perceptions of John can be interpreted as consistent with andragogical theory. Of the seven pre-determined themes, the only one not addressed by any participant was that of teacher-centered learning, which would not be expected of an andragogue. Other than the perception that some students felt pressure to complete andragogical dissertation research studies, the comments regarding insensitivity towards learners can be addressed from an andragogical perspective. The remaining themes elicited responses that affirmed John's continual practice of accommodating learners' uniqueness, engaging in consistent planning and delivery of instruction, focusing on learner-centered learning, demonstrating teacher empathy with learners, and exhibiting teacher trust of learners.

The additional two themes include John as a relationship builder and John's relationship with God. Andragogy theory asserts that the relationship between facilitator and learner is crucial to learning; therefore, the assertion that John is a relationship builder is consistent with the theory. While John proclaimed to be a missionary, his message is one of andragogy, not one of religion. Multiple participants related incidents in which John reflected his Christian faith; however, not one person mentioned ever feeling pressured by John's strong relationship with God. The theory of andragogy recognizes learners' past experiences as resources. Thus, the

notion that John would use his previous religious experiences and education as a resource is substantiated by the theory of andragogy.

Participants shared stories of John practicing the assumptions and processes of andragogy. These stories spanned a vast period of time; one participant stated that he and John had enjoyed an ongoing friendship lasting over 25 years. Whether participants had known John for 25 years or had met him in the Spring 2012 Building Blocks course, their stories shared recurring patterns of behaviors, feelings, and beliefs.

John's scholarship reflected these recurring patterns. His work regularly incorporates the building blocks in adult learning, which originated out of the 1987 article "Training Teachers of Adults" and grew into research producing the IPI. The trust portion of the IPI was used for this study and is the major focus of John's current research. The living lecture is another recurring theme found in John's scholarship, along with the history and philosophy of andragogy.

Thus, John's writings, although varying in their settings and their application, essentially are recurring. The building blocks in adult learning, trust in the learner, and the history and philosophy of andragogy are original conceptions of John's. John attributed the living lecture to Knowles, reflecting that he borrowed it and that his version was an "offshoot" of Knowles' living lecture. Where Knowles' version came from, John was unaware. John has used the building blocks and the living lecture in settings around the world, including national and international adult classrooms, the African countryside of Mali, South Africa, the jungles and cities of Brazil, and the socialist country of China.

The message in John's writing has always been the same. Adult education practitioners should be aware of and utilize the six assumptions of the adult learner in the design, implementation and evaluation of interactions with adult learners. John interwove into his

scholarship what he considered essential elements for practicing adult education. From his

building blocks, he developed the IPI, identifying characteristics necessary for successful

andragogical practice. The IPI prompted further research, including 15 completed doctoral

dissertations and other studies currently in progress. John's research and that of others propelled

him to investigate the element of the IPI that continued to rank the strongest in validation studies,

"Teacher Trust of Learners," thereby leading to John's other focus of scholarly writing, trust.

In essence, John's scholarship encapsulates the following four themes: the living lecture;

the building blocks in adult learning; trust; and the history and philosophy of andragogy. John

exemplifies the three practitioner themes in his everyday life. He utilizes those elements in order

to practice adult education. In this study, he trusted and believed in the learners, as well as in the

six assumptions that form the principles of andragogy itself. He has stated that these are his

beliefs and that they guide every interaction that he has with learners. He has stated that the

building blocks in adult learning are fundamental to how he designed and delivered his

instruction. He has demonstrated how these building blocks were not only formative for the

development of the IPI, which identifies the five andragogical characteristics that are necessary

to practice adult education, andragogy in particular, but exemplified the characteristics in his

own practice. John weaves the living lecture into every course that he facilitates, including

conferences and seminar settings. The living lecture serves as an example of the integration of

active learning that was seen as fundamental to John's practice. This consistent integration of

these three practitioner themes establishes them as the essence of John's scholarship. Whether in

human resource development or nation building through andragogy, they are evident in every

experience with John.

John and the participants in this study concluded the importance of the same themes. The value placed on them was reflected in the stories that the participants in this study shared, as well as in John's stories about the contributions that he would like to make to the field of adult education and andragogy in particular. Their value again was made evident through the stories that focus group participants told regarding how they read the material, came to class, and experienced what they had just read. The seamlessness of the theory - practice connection was reflected in the stories of how experiencing what they had read encouraged them to make subtle changes to their individual practices, to take what they were learning and experiencing in John's classroom and implement and integrate it into their own classroom and practice. Multiple participants called John "inspiring;" these stories are examples of how he inspires, and he does it automatically.

John has taken a collection of varying authors, angles, and viewpoints and made meaning out of a concept, a theory, that many do not consider worthy of being called a theory. John has made this meaning and presented it in a fashion that is understandable regardless of the learner's level of andragogical experience, knowledge, understanding, or skill. John has expanded the definition of andragogy, enabling the theory to grow beyond Knowles's original concept. John has made meaning out of a controversial subject and then implemented it into his every day practice and life so consistently that people who have known him for 25 years only consider that his andragogical practice is getting stronger. One interviewee commented that John was "good to begin with and he's better today." One person who knew both Knowles and John contended that perhaps John exemplified the principles that Knowles set forth better than Knowles did himself. These actions are actions of a theory builder.

These are the findings of this study, which again are not surprising and are only complex in their simplicity. The participants in this study provided numerous examples across various settings of how John's practice mirrors the theory espoused in his scholarship. Previous students, current students, and colleagues all commented that they believed he lived the principles of andragogy, the assumptions about adult learners. John stated, "These are my beliefs, this is how I believe adults learn, and it guides how I enter into interactions with learners."

John truly is an individual who walks the talk that is described in not only his scholarship but that of Knowles and other individuals with similar understandings of andragogy. The video provided examples of John demonstrating andragogy in action, exemplifying trust in the learner. Using the VETI to structure the video provided the observer the opportunity to grasp the visual aspect of trust in the classroom. The 11 elements used to create the VETI complement the items identified in the original IPI as elements of teacher trust in learners. The VETI demonstrates the behavioral embodiment of the feelings and beliefs held by teachers who trust in learners. All 11 items where visible in John's practice.

The video provided the viewer the opportunity to "see" John practice andragogy. There are acute verbal examples of John demonstrating identified elements of trust; however, it is the non-verbal examples that are profound. Pinpointing the best example of the elements "Exemplifies Unconditional Positive Regard for Learners" and "Demonstrates Respect of Learners' Dignity and Integrity" was most difficult because John excels at these elements and displayed them continuously. This was evident in the post-survey results showing the unanimous belief that John demonstrated these elements "almost always."

Trust was identified in John's original IPI as the strongest characteristic needed to practice andragogicaly in adult education; it is a theme that John continued in numerous

publications. John extends trust to learners on a daily basis, allowing them to trust him in return. This mutual trust forms the foundation of the relationship that is vital in andragogy and serves as another example of how John's practice mirrors his scholarship.

There is not his practice, nor is there his scholarship; they are an interwoven band made stronger by each other. This connection was identified by the students who completed the pre- and post- course surveys. All participants endorsed an increase in the perceived level of trust that John held in them as learners, as reflected in John's interaction with them. This increase was opposed to the anticipated level of trust that John would hold in them based on previous experiences with other faculty. The survey results provided evidence of John doing what his scholarship directed others to do in practice. This evidence reflected through the eyes of the learner is a powerful example of andragogy in action.

If everything there was to know in order to understand John or any individual was available in a vitae or any written document, there would be no need to spend time exploring the meaning given to the life events and perceptions of others; they would be absolutely defined without need for interpretation. Human beings are not absolute; what holds meaning is not universal, nor is the interpretation of life experiences. Thus, a life philosophy is not always agreed upon or understood by others. John understands and accepts that not every adult educator embraces andragogy. However John's embrace of the concept is powerful to many.

The parable of the sower and the seed (Matthew 13, circa 80) indicates that there are four different ways in which seed is sown. First, the seed can fall on the ground, and the birds come, take it away, and eat it. Second, the seed can be sown and immediately spring up, but with little root; when the sun gets very hot, the seed becomes parched and dies. Third, the seed can be sown and begin to grow, but thick weeds also begin to grow, choking out the plant and taking

over the field. Fourth, the seed can be sown, take good root, and produce some 30, 60, or 100

fold. The seeds represent "practice," and the nutrient-rich soil required to allow students,

colleagues, and the field of adult education to flourish is theory and literature. For the seeds

(practice) to grow, they need to be in nutrient-rich soil (grounded in theory) with leaders and

mentors in the field, such as John, providing water and sunshine. John's congruency of practice

and scholarship, as evidenced by the relationships he builds and the trust he gives and receives,

serve as the water and sunshine enabling the seed to grow in the nutrient-rich soil.

Ultimately, John accepts learners where they are, has faith that they will get where they

need to in learning and life, and trusts the learner to succeed, prompting the thought, can any of

us truly understand the impact we have made on others? John A. Henschke, who uses the middle

initial "A" to honor his father rather than to differentiate himself, does not place greatness on

himself, as evidenced by his desire to be called simply by his first name. Even his daughter says

he is "just Dad." Because of this selflessness, one must wonder if John can fully know how

significant he has been to so many.

The word *experience* was used often when reflecting on John and his classroom. Having

John as a facilitator is an experience. Another word used in conjunction with John was

inspiring; John has the ability to inspire. Experiencing John in class is like watching the sunrise

over the ocean; you are not sure where one begins and the other ends [theory and practice], but

you are inspired.

John's practice, like his scholarship, demonstrates a commitment to what he considers a

"calling." John is one of those rare individuals who not only does what he says he will do but

does what he tells others they should do as well. At the end of the day, it is not an act; it is an

enactment of the reality that is John A. Henschke.

Reflections

    Evolution of This Study

One definition of evolution is the process of growth or development; another is progressive change. Merriam (2001) stated, "Ideally … the design of a qualitative study is emergent and flexible, responsive to changing conditions of the study in progress" (p. 8). This study evolved as it progressed. Following the data led to changes in multiple areas of the study.

One example of this evolution involves the research question. The original research questions addressing three aspects of John's professional practice: a) practice, b) scholarship, and c) life experiences, were narrowed to one question exploring mirror perspectives of two major aspects of John's professional life, that of his practice (teaching) and his scholarship. Another example is the title of the study; the complexity of naming a study is akin to naming a course in adult education. This name must reflect the content of the study and induce the reader to want to explore that content. The title must also portray meaning and relevance to the reader. The title of this study changed multiple times.

Being responsive to changing conditions, I recognized that the original structure selected for this study, the six assumptions of the adult learner detailed previously, although reflective of John's espoused theory, did not reflect the participants' stories or John nearly as well as would an instrument designed by John himself. Thus, instead of the six assumptions of the adult learner, I used the characteristics identified in the IPI as a lens for this study.

The strongest example of recognizing the emergent needs of this study occurred when the composition of the dissertation committee was reconfigured to provide a larger degree of separation in relation to the professional position of the committee members and the subject. From the beginning, I recognized that John could not be a member of the committee, nor should

he be allowed to read any part of the study before I defended it, but I did not see a conflict of interest or the possibility of a perceived conflict of interest in involving another member of the andragogy department. Originally, a member of the andragogy department at Lindenwood University served as the chairperson for my committee. After some reflection, it was determined that I needed a chairperson who was not a member of the andragogy department to provide an "outside" perspective. The chairperson who then was selected is considered a K-12 educator who never has been a student of John's. The original chair was removed from the committee to provide a clear separation between any perceived departmental influence and the results of this study. The other two members of the committee are both previous students of John's. However, neither committee member works at Lindenwood University or participated in an interview for this study.

An important lesson that I learned during this research is the value learners place on their relationships with facilitators. I realized the difference between a teacher who stands at the front of a class and tells students what the teacher has determined is important for an educator to do and the facilitator who discusses the subject with the learners, sharing opinions and admitting when new insight is offered. This is the difference between a student memorizing for a test and learning how to truly influence learners. The trust built by sharing the learning experience is fundamental to learning.

This difference became evident when I realized that out of everyone who read any part of this study [my committee, including both chairpersons, and a peer/colleague], the one person to ask multiple questions regarding "how" John implemented a strategy or to ask for examples was the only individual who had not experienced him as a facilitator. The rest of us "knew;" our minds filled in the details because they were a part of our experiential learning. We all had a

relationship with John; it was part of what we gained from the course. I want my learners to feel that we have a relationship and to regard my practice and scholarship as congruent. Currently, the focus of my scholarship is trust. I want my learners to feel that they can trust me and that I trust them.

Recommendations

Recommendations for John

In short, although the qualitative feedback regarding the congruency between John's practice and scholarship was mostly positive, there is room for improvement. Misperceptions caused largely by a lack of communication and lack of understanding of the andragogical model reflected areas that, if examined and addressed, would promote a clear picture of who John is as an andragogue and, more importantly, as a person.

By continuing to assure the students that although the structure of the course may feel lax, there is a purpose and a process, they may feel more secure in the process and report less lack of structure. By engaging in increased interactions with colleagues, such as serving on faculty committees, and by modeling andragogical principles in those interactions, John could gain insight into the K-12 education program at Lindenwood, and his colleagues could gain insight into the value of implementing andragogical principles into their practice.

Continuing to model the principle of andragogy in the adult classroom is vital to the continuation of the program at Lindenwood University. John is a leader in the adult education field and in the andragogy track at Lindenwood University. Providing guidance through modeling and scholarship is vital to helping other adults learn to help adults learn. Thus, I implore John to continue to be a teacher of adults who teach adults.

Learning from the past is the best way to prevent repeating mistakes. John's continuation of his research on the history and philosophy of andragogy is important to the field as a means of understanding this theory in adult education. Working with international organizations and sharing those experiences with the adults in his classes inspires others and acts as a simple model of how each of us can implement change.

John should continue listening to the voice inside himself, continue to trust himself and the learners. Together, John and his learners are practicing andragogy in the purest form and truly helping to create lifelong learners.

Recommendations to Educators

Often what we see when we look in the mirror is not what others see when they look at us. The adage "If you are not modeling what you are teaching, you are teaching something else" is a current concern in 21st century education. I would challenge educators to hold their individual practices up against the mirrors of their scholarship, their espoused theory and philosophies, and question their congruency. Furthermore, I challenge educators to ask their students how they view the teacher's practice. This is an exercise in trust; do educators reflect a trusting environment? If educators choose to challenge themselves, I invite them to ask a colleague or their students to use the VETI and determine if elements of trust are visible in their practice.

Recommendations for Future Research

I believe that the statement "Leaders are a necessity in the field of adult education or any discipline" cannot be disputed. However, agreeing on who should hold such an important role presents challenges. This research generated multiple questions that it did not answer, some of which concern leaders in the field.

During the early part of 2012, the adult education community lost two prominent members, Alan Tough and Phyllis Cunningham, both passionate individuals who made lasting contributions to this field. Before additional foundational members of the field of adult education pass on, explorations into their contributions should be conducted. The unique perspectives held by these leaders would only expand the field's knowledge base. Foundational leaders in the adult education field will not be available to share their unique stories and lasting contributions forever. Before these opportunities are lost, I urge the field to examine contemporary leaders. The first recommendation is to explore the contributions of Alexander N. Charters.

A contemporary, Alex was instrumental in the growth of the adult education program at Syracuse University. Seldom has any academic field been blessed with the tireless dedication that Alexander Charters has given to adult and continuing education. For more than 60 years, the name Charters has been associated with historical documentation, preservation, and access to resources in a profession that continues to grow in significance. Through Alex's, and his wife Margaret's, continuous efforts, Syracuse University has become the repository for an internationally recognized collection of resources spanning the history of adult education. Alex is a living encyclopedia on this field. Before the field loses a priceless treasure, exploration into Alex's numerous contributions should be undertaken.

While I strongly believe in the necessity of research on contemporaries in the adult education field, one must not forget the valuable contributions of past members. Significant figures such as Cyril Houle, Eduard Lindeman, Paul Henry Sheats, and George Aker would represent a small fraction of the numerous contributors to adult education worthy of research of this nature.

This research recognized the different versions of andragogy, the American or Knowlesian version and the European version. Two scholars must be addressed when exploring what is considered the European version, Jost Reichmann and Dusan Savicevic, both scholars contributing to the growing body of knowledge on andragogy.

Because the findings of this study are limited to perceptions of a small number of John's students and colleagues, it is recommended that this research be conducted using a larger sample. A researcher might consider interviewing all students currently enrolled in courses facilitated by John, as well as all of John's colleagues from both Lindenwood University and UMSL. This research recorded John facilitating one course during one semester; similar consideration should be given to all courses facilitated by John.

Additional recommendations for research on John include using the five building blocks as a structure for research. John's scholarship is extensive; a critical analysis of his scholarship would add valuable knowledge to the field of adult education, particularly andragogy. Comparison studies investigating scholarship for congruency between John and Knowles, and/or John, Knowles, and Savicevic, would advance the body of knowledge available on andragogy and possibly bridge the gap between the American and European versions of andragogy. I would also urge future researchers to explore John's overall contributions to the field of adult education and/or andragogy. Finally, John's international contribution should not be overlooked. John continues to inspire individuals no matter their location. These are only a few examples of the many possibilities for future research on John.

Values of this Type of Research

The values found in this type of research are many and varied. I found that the richness of the data was unparalleled when exploration was undertaken while events unfolded. Observing

the interactions of John and the students illuminated the importance of the practice theory

connection. Research of this nature provides richness to the context, background, and thinking

of the person(s) making contributions to the growth of the field of social practice. This type of

research can provide an understanding and knowledge of personal events and influences of

persons important to the emergence of the field of adult education. Understanding the *why*

allows for complete understanding verses vagueness or assumptions.

Such research could be considered a movement in qualitative research that, if engaged in,

could aid the growth of the field of adult education. The added value to studying contemporary

history is that the process can be acquired rather than simply the result. I have incorporated

many of the methods and techniques I observed John utilize and demonstrate over the course of

this study, in my own practice. Thus, the process and findings of this research have both shaped

and influenced my adult education practice.

Additionally, studies completed on other leaders in the field of adult education could add

credibility to the field while continuing to add to the knowledge base of a growing field of social

practice. Finally, by encouraging and supporting critical "outside the box" research such as this,

programs demonstrate that with great risk comes the possibility of great reward, thereby

demonstrating that leaders of tomorrow must be willing to take great risk if the field is to

flourish.

Conclusion

I challenge educators to examine their individual practices. Educators, are you happy

with the reflection? What, if any, changes would you like to make, and how are you going to

implement those changes? Perhaps a first step is to seek the student's view on your visible

elements of trust. Without trust, true learning is not possible.

This chapter presented my interpretation of the participants' perceptions, John's practice, and the congruency between his practice and scholarship. However, this is only one interpretation of the data presented in this study. This study certainly elicited a fourth interpretation, yours, the reader. I invite you to determine for yourself if and how John's practice mirrors the andragogical theory espoused in his scholarship.

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Continuing Education [AAACE], (pp. 43-94). Denver, CO.

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    Department of Mental Health of the Commonwealth of Massachusetts. Malcolm

    S. Knowles Papers, Special Collections Research Center, Syracuse University

    Library.

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    andragogy. Englewood Cliffs, NJ: Cambridge Book Company.

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comprehensive guide. San Francisco, CA: John Wiley & Sons, Inc.

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(Unpublished doctoral dissertation). University of Missouri-St. Louis. St. Louis, MO.

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Young, R. J. (2008). *The five essential leadership questions - Living with passion leading through trust.* Charlotte, NC: Keane Publishing.

Appendix A
VITA
John A. Henschke, Ed. D.
Lindenwood University
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St. Charles, Missouri 63301
Phone: (636) 949-4590 (work) Cell: (314) 651-9897
Voice/Fax: (314) 344-9087
E-Mail: JHenschke@Lindenwood.edu   E-Mail: jchenschke@sbcglobal.net
Andragogy Websites: http://www.lindenwood.edu/education/andragogy.cfm
http://www.umsl.edu/~henschke/
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EMPLOYMENT HISTORY
LINDENWOOD UNIVERSITY

Chair of Andragogy – Doctoral Emphasis Specialty	2009-present
UNIVERSITY OF MISSOURI -- ST. LOUIS	
Chair, Department of Educational Studies	1985-1990
Associate Professor, Department of	
Educational Studies	1983-1998
Associate Chair, Division of Teaching & Learning	1998-1999
Associate Professor	
Division of Educational Leadership &	
Policy Studies	2000-2009
Division of Teaching & Learning	1998-2000
Adult Education Graduate Program Coordinator and Business Education Graduate	
Program Coordinator, Division of Educational Leadership &	
Policy Studies	2000-2009
Division of Teaching & Learning	1999-2000
Doctoral Faculty	1991-2009
Graduate Faculty	1983-2009
University of Missouri-St. Louis	
UNIVERSITY OF MISSOURI SYSTEM University Outreach and Extension	
Continuing Education Specialist	1970-2009

Teaching, Department of Higher and Adult Education (Graduate Course) University of Missouri-Columbia   1974
Teaching, Department of Educational Studies (Graduate Courses) University of Missouri-St. Louis   1976-1998
Teaching, Department of Behavioral Studies (Credit Courses) University of Missouri-St. Louis   1976
UNIVERSITY OF WISCONSIN-MADISON Adjunct Faculty for Serving on Doctoral Dissertation Committee   2002-2003
  UNIVERSITY OF TECHNOLOGY-SYDNEY, NEW SOUTH WALES,
    AUSTRALIA

Adjunct Faculty for Serving as Outside Reader for Doctoral Dissertation	2004
CHULALONGKORN UNIVERSITY- BANGKOK, THIALAND	2010-2011
Adjunct Faculty for Serving on Doctoral Dissertation Committee	
CONSULTANT IN HUMAN RESOURCES DEVELOPMENT With numerous organizations: Governmental, Business, Industrial, Religious, Voluntary, Educational, Health Care,	
Public Service, International, Social Service	1968-present
INSTITUTE FOR ADVANCED PASTORAL STUDIES	
Bloomfield Hills, Michigan	1969-1970
Associate Director, Organization Systems Effectiveness	1969-1970
Teaching Faculty, Professional Development	1969-1970
BOSTON UNIVERSITY	
Project Co-Director and Research Director Organization Development, Graduate School Department of Psychology, Human Relations Center	1969
Instructor, Department of Administration and Supervision, School of Education (Graduate and Undergraduate Divisions)	1968-1969
CHURCHES in Illinois, Massachusetts and Missouri (Size from 100 to 800 members) five different churches	1957-1978
Senior Minister, administrator, educator, counselor, pastor	1957-1969
Interim or permanent Minister, part time	1989-1998
	1976-1985
	1967-1969

EDUCATION

Ed. D.	Boston University, 1973, Administration and Supervision, Higher and Adult Education. (Interdisciplinary) Studies in Organization Systems Effectiveness, Social Psychology
Th. M.	Northern Baptist Theological Seminary, Chicago, 1963, Counseling
M. Div.	Northern Baptist Theological Seminary, Chicago, 1958, Administration, Philosophical-Theology
B.A.	Bob Jones University, Greenville, South Carolina, 1955, English, Biblical Studies --Northwestern College, Minneapolis, Music - Instrumental and Vocal

AWARDS RECEIVED

2009	Medal of Distinction for a Lifetime of Service to Adult Education, given by the Faculty and the Dean of the College of Education, University of Missouri-St. Louis, upon my Retirement from the University of Missouri after more than 39 years of Service.
2006	Certificate of Exemplary MyGateway Use in Integrating Technology and

Web
       Resources into Teaching and Learning, given by the Information
       Technology Services and Center for Teaching & Learning, University of
       Missouri-St. Louis.

2005   2005 Outstanding Service Medallion Award, given by the American
       Association
       for Adult and Continuing Education.

2005   Certificate of Recognition --Thirty (35) Years of Service, given by the
       University
       Outreach & Extension, University of Missouri & Lincoln University

2004   Malcolm S. Knowles Award for Excellence in Adult Education Program
       Leadership, bestowed on the Graduate Academic Program in Adult
       Education at the University of Missouri-St. Louis, given by the American
       Associaton for Adult and Continuing Education

2004   National Recognition of Missouri State Distinguished Service Award,
       given by the Epsilon Sigma Phi National Honorary Extension Society

2004   2003 – 2004 Dean's Award for Lifetime Service to Education given by the
       University of Missouri, College of Education Dean Charles Schmitz

2003   Distinguished Service Award, given by Epsilon Sigma Phi National
       Honorary
       Extension Society – Alpha Tau Chapter [Missouri],

2002   Permanently Appointed as Visiting Professor – appointment made by
       Beijing
       Radio and Television University, Beijing, People's Republic of China

2000   Certificate of Recognition --Thirty (30) Years of Service, given by the
       University Outreach & Extension, University of Missouri & Lincoln
       University

1999   Lifetime Membership, given by the Missouri Association for Adult,
       Continuing & Community Education, Lake of the Ozarks, MO

1998   Selected and Inducted into the International Adult and Continuing
       Education Hall of Fame, located at Thurman White Center, University of
       Oklahoma-Norman

1998   Nicholas R. Castricone Award for Excellence in Inter-American
University
       Programs, given by Partners of the Americas, Inc., Washington, D. C.

1997   Chancellor's Award for Excellence to an Academic Non-Regular, given by
the
       Chancellor of the University of Missouri-St. Louis

1997   Distinguished Faculty Award, given by the Alumni Chapter, School of
       Education, University of Missouri - St. Louis

1995   Everett M. Hosman Founder's Award, given by the Missouri Valley Adult
       Education Association (included Lifetime Membership)

1994   Membership Award, given by the Missouri Association for Adult,
       Continuing and Community Education

1992   Distinguished Service Award, given by the Missouri Association for
       Adult, Continuing and Community Education

1992   Teamwork Award, given by University Extension, University of Missouri
             and Lincoln University
1980   Outstanding Missouri Adult Educator, given by Missouri Association for
             Adult Continuing Education
1979-80   Achievement Award in Adult Education for the State of Missouri, given
             by Missouri Valley Adult Education Association

PUBLICATIONS

- Published articles and book chapters   136
- Conference presentations and papers   345

PROFESSIONAL MEMBERSHIPS

- Commission of Professors of Adult Education
- Human Resource Development Professors
- Academy of Human Resource Development, Founding Member
- American Association for Adult and Continuing Education (2003-2005, Director,
Commission
        on International Adult Education; 1997-1998, Past-President; 1996-1997,
        President;
        1995-1996, President-Elect; 1992-1994, Board Member-Theory, Research and
        Evaluation)
- American Society for Training and Development
- Association for the Development of Rural Integration in Mali, West Africa
- Missouri Valley Adult Education Association (President 1988-1989)
- Missouri Association for Adult, Continuing and Community Education
- St. Louis Chapter, American Society for Training and Development
- Missouri, USA and Para, Brazil--Partners of the Americas, Inc., (President, 1994-1996)
- Minister's Council of the American Baptist Churches in the USA.
- Epsilon Sigma Phi, National Extension Honorary Fraternity
- Alpha Tau Chapter, Epsilon Sigma Phi, Missouri Extension Honorary Fraternity
- University of Missouri Extension Association
- University Continuing Education Association

DOCTORAL DISSERTATION COMMITTEES

Chairperson: 43   Member: 44

ACADEMIC SERVICE AND RESEARCH WORK IN ADULT EDUCATION

Member of the USA / UNESCO Official Delegation to UNESCO CONFINTEA VI
        [Sixth International World Conference in Adult Education] Working Conference,
        Belem, Para, Brazil, December 1-4, 2009.
Participating in the UNESCO / ICAE [International Council of Adult Education]
        International Civil Society Forum [FISC] NGO's Working Pre-Conference, to the
        UNESCO CONFINTEA VI Conference, Belem, Para, Brazil, November 28-30,
        2009.
Worked with Adult Educators from an NGO entitled: Association for the

Development of Rural Itegration in Mali [ADRIM]. We were working on literacy issues, language learning, health and accessibility of pure water issues, andragogy for the National Legislature, possibility of providing additional educational buildings to relieve overcrowding in schools, etc. June, 2004 – January, 2009 and Ongoing, Especially March and April, 2008, and Continuing up to the Present and Into The Future.

Board Member, International Adult and Continuing Education Hall of Fame [IACEHOF], 2007 2010. Served on the Selection Committee of New Nominees for the Hall, 2006.

Assessing the Adult Education, Vocational Education, and Human Resources Development Education Scope and Thoroughness of the Professional Studies Division of the California State University, Long Beach; Adult Education Consultant. April – June, 2007.

Developing and Teaching through "My Gateway" Numerous Online Graduate Credit Adult Education Courses at the University of Missouri – St. Louis, May, 2005 – Present.

Developing and Implementing a Competency Model for "Train-the-Trainer / Performance Support" Program for the Human Resource Development Department Personnel within Ameren UE / CIPS, Corporation, September, 2001 – May, 2005.

Moving a University Toward a Lifelong Learning Orientation, Research Project TELP for The University of Missouri-St. Louis and The University of The Western Cape, Cape Town, South Africa, January, 2000 – May, 2005. Report from May 2001 Team Visit.

Developing the Missouri Oriental College Project. Cooperation between The University of Missouri-St. Louis and Beijing Normal University, China, October, 2000 – May, 2004.

Mentoring Model Development in: University Faculty in Outreach & Extension, Community Colleges, Volunteer Training, Optometry College Faculty, Optometry College Students, Extension/Outreach Secretaries, Masters & Doctoral Degree Adult Education Students, March, 1998 – December, 2001.

Conducted Occupational Profiles for Five (5) High Profile Jobs Including: In Health Care -- Patient Care Technician, & Patient Care Assistant; In the Printing Industry -- Bindery Worker, Printing Press Operator, & Electronic Pre-Press Operator, St. Louis -- 2000.

Participation and Non-Participation in Continuing Education Programs, Research Project Completed for Premier Healthcare Systems, Inc., Chicago, Illinois, November, 1999.

Adult Education Consultant & Coordinator of Academic Exchange Programs, American Association for Adult and Continuing Education, Washington, DC/ Beijing Adult Education Association, People's Republic of China, 1997-present.

Observer Delegate, 5th World Conference in Adult Education, Hamburg, Germany, July, 1997.

WorkABLE-St. Louis Development (WorkKeys Alliance of Business, Labor and Education), St. Louis Metropolitan Region, 1994-present.

Professor of Record, Summer Certification Workshops in Adult Basic Education,

University of Missouri-St. Louis, MO, each Summer 1985-1992.

University Outreach & Extension Faculty Development Committee, East Central Region-University Outreach & Extension, 1993-1998.

Sub-committee on Doctoral Studies, University of Missouri-St. Louis, School of Education, 1991-1998.

Editorial Board, Adult Learning, American Association for Adult and Continuing Education, 1991- 1996. Review six to ten papers each year for publication consideration.

Steering Committee, Midwest Research-To-Practice Conference, 1986-present. Read six proposals each year for publication consideration in the proceedings. Also, read twelve to fifteen graduate student research papers yearly to be judged & awarded best research.

Reviewer/Reader of ten doctoral dissertations per year (ten journal size condensations and three complete dissertations) in the area of human resources development and adult education for one to be selected by the panel each year for the Donald Bullock National Dissertation Award by the American Society for Training and Development, 1985-1995.

Partners of the Americas, Inc., Missouri-USA/Para-Brazil, Past President - 1996 -1998, President - 1994-1996, President-Elect - 1992-1994, Board Member - 1990-1992. Chair, Community and Adult Education Committee, 1987-1999. Member, 1985 – present.

Missouri Valley Adult Education Association (MVAEA), Past President – 1989-1990; President – 1988 -1989; President Elect – 1987-1988; Secretary – 1985-1985; Editor – 1979-1980.

Missouri Association for Adult, Continuing, and Community Education (MAACCE), Representative to the American Association for Adult and Continuing Education (AAACE) – 1996-2002; Historian – 1998-2006.

American Association for Adult and Continuing Education (AAACE), Director, Commission on International Adult Education/ 2003-2005; Past-President/1997-1998; President/1996-1997; President-Elect/1997-1998; Board Member-Theory, Research and Evaluation/1992-1994

Project REACH: Regional Education to Achieve With Company Help, Evaluation researcher on results of workplace literacy programs, Parkway Adult Basic Education Center and the U.S. Office of Education, 1992-1995.

North Central Association evaluation team member on Self-Directed Learning at the Parkway Central High School. Creve Coeur, MO, 1990-1994.

UNIVERSITY COURSES DEVELOPED AND TAUGHT LINDENWOOD

UNIVERSITY – ST. CHARLES, MO
-Building Blocks for Adult Learning Foundations
- Foundational Developing and Implementation of Learning Contracts
    with Adult Learners
- Changing Functions of Corporate Education Divisions toward
    Performance Support
UNIVERSITY OF MISSOURI-ST. LOUIS

-Comparative International Adult and Higher Education
-Changing Functions of Corporate Education Divisions
-Andragogical Concepts
-Dialogues in Andragogy
-Foundations of Adult Education
-History of Adult Education and Training
-Improvement of Instruction in Adult Education
-Curriculum Theory and Development in Adult Education
-Learning How to Learn Adult Style
-Leadership in Adult Education
-Learning Contracts and Learning Organizations
-Adult Education Independent Study
-Adult Education Internship
-Comparative International Education
-Foundations of Adult Basic Education
-Teaching in the Community College
-Teaching Adults in University Extension Programs
-Adult Basic Education Certification Workshops
-The Adult Learner
-Teaching in the Community College
-Mentoring in Adult Education
-Seminar-Research in Adult Education
-Assessment in the Adult Classroom
-Research Internship
-Philosophical Foundations of Adult Education
-Nutrition Education Techniques
-Self-Directed Learning in Educational Programs

KANSAS STATE UNIVERSITY
-Advanced Methods and Techniques for Teaching Adults -Teaching Adults in Extension

THE FEDERAL UNIVERSITY-BELEM, PARA, BRAZIL
-Five Major Building Blocks in Helping Adults Learn
-Methods and Techniques for Teaching Adults -Preparing Educators of Adults
-Facilitating Adult Learning
-Adult Education Methods and Techniques
-Curriculum Theory and Development in Adult Education -Program Development Marketing in Adult Education -Distance Learning in Adult Education

UNIVERSITY OF AMAZONIA-BELEM, PARA, BRAZIL
-Developing and Implementing Learning Contracts -Five Major Building Blocks in Adult Learning

UNIVERSITY OF MISSOURI-COLUMBIA -Group Processes in Adult

Education

COUNTRIES WHERE WORKED IN ADULT EDUCATION
1. United States of America,
2. Canada,
3. United Kingdom,
4. Brazil,
5. Egypt,
6. Jordan,
7. Cyprus,
8. Mali,
9. South Africa,
10. Slovenia,
11. Italy,
12. Austria,
13. Germany,
14. Thailand,
15. People's Republic of China,
16. Hong Kong,
6. Australia

CONFERENCE PAPER PRESENTATIONS

Dr. John A. Henschke has been involved in the field of Adult Education for 40 years and has tested and refined his ideas on "Andragogy" [the art and science of teaching adults and helping adults learn] in the USA through University Courses, Community Programs, Corporations, Adult Basic Education and Internationally. He has worked in Adult Education in 19 countries, has traveled to 24 countries, worked with participants in and/or from 85 foreign countries:

o China [PRC]	o Taiwan	o Viet Nam	o South Korea
o Lebanon	o Hungary	o Paraguay	o Brazil
o Nicaragua	o Macapa-Amapa	o Mexico	o Costa Rica
o United Kingdom	o Uruguay	o Nigeria	o Egypt
o Hong Kong	o East Germany	o West Germany	o Sudan
o Jerusalem	o West Bank	o Gaza	o Jordan
o The Hague/Holland	o France	o Israel	o Japan
o Poland	o Puerto Rico	o Cyprus	o Ethiopia
o South Africa	o Haiti	o Slovenia	o Germany
o Malaysia	o Bangladesh	o Canada	o Saudi Arabia
o Russia	o Bulgaria	o Serbia	o Sweden
o Czech Republic	o Slovakia	o Macedonia	o Lithuania
o Croatia	o Yugoslavia	o Macao	o Thailand
o Jamaica	o Lesotho	o Zaire	o Singapore
o Denmark	o Swaziland	o Scotland	o Namibia
o Australia	o Uganda	o Philippines	o Ireland
o India	o Botswana	o Kenya	o Zimbabwe
o Finland	o Austria	o Madagascar	o Zambia
•Cameroon	• Estonia	• Ukraine	• New Zealand
•Italy	• Greece	• Chile	• Russia

- Uzbekistan   • Indonesia   • Micronesia   *Republic   of
Mali
o United Arab Emirates

This is a condensed version of John A. Henschke's Vitae, to view the full version please

visit his website at http://www.lindenwood.edu/education/andragogy.cfm

Appendix B

Similar Studies

1. Henschke, A. John. (1973). Dissertation. **Malcolm S. Knowles: His Contributions to the Theory and Practice of Adult Education.** School of Education. Boston University.

2. Eskridge, R. C. (1978). Dissertation. **The Literary Contributions of Malcolm Shepherd Knowles to the Process of Adult Education.** St. Louis University, Missouri, Unpublished Doctor of Philosophy Dissertation.

3. Martin, Evelyn Alyce Karm. (1982). Dissertation. **A View of the Philosophical Development of Adult Education as Influenced by Vincent, Lindeman, and Knowles.** Texas A&M University.

4. Muller, Lucienne Helene. (1992). **Progressivism and United States Adult Education: A Critique of Mainstream Theory as Embodied in the Work of Malcolm Knowles.** Columbia University Teachers College.

5. Cooke, James Clinton. (1994). Dissertation. **Malcolm Shepherd Knowles, the Father of American Andragogy: A Biographical Study.** University of North Texas.

6. Sawyer, Lindell Linton. (1994). Dissertation. **Liberating the adult learner: a critical and comparative analysis of the philosophies of Malcolm S. Knowles and Paulo Freire**. Columbia University Teachers College.

7. Sopher, M.J. (2003). Dissertation. **An Historical Biography of Malcolm S. Knowles: The Re-Making of an Adult Educator**. University of Wisconsin-

Madison.

8. Henry, George William. (2009). Dissertation. **An Historical Analysis of the Development of Thinking in the Principal Writings of Malcolm Knowles.** Queensland University of Technology (Australia).

Appendix C

Questions for John

Tell me about your perceptions of your practice.

Tell me about your perceptions of your scholarship/research.

What do you hope your learners perceive about you as a facilitator?

What writings/research of yours reflects you as an individual and a practitioner?

Can you describe what you think your practice "looks like" to others? Is this how you want it to look?

What do you want learners to come "away" from your courses with?

What do you consider formative or influential to your practice? Malcolm, ministry?

How would you describe your experiences with andragogy as a field within the discipline of education?

What effects do you think those experiences have had on your practice and research?

Appendix D

Modified Instructional Perspectives Inventory

Learner Feedback Form- Pre-Course Survey

Please indicate how frequently each statement *typically applies to you* as you work with your professor.

Circle the response that applies best to you.

1. How frequently does your professor communicate to you, that you are uniquely important?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

2. How frequently does your professor express confidence that you will develop the skills you need?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

3.   How frequently does your professor demonstrate that you know what your goals, dreams and realities are?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

4. How frequently does your professor demonstrate that he prizes your ability to learn what is needed?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

5. How frequently does your professor communicate to you, your need to be aware of and communicate your thoughts and feelings?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

6. How frequently does your professor enable you to evaluate your own progress?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

7.   How frequently does your professor indicate he is able to "hear" what you say your

learning needs are?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

8. How frequently does your professor engage you in clarifying your own aspirations?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

9. How frequently does your professor work toward developing a supportive relationship

with you?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

10. How frequently do you experience unconditional positive regard from your

professor?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

11. How frequently does your professor demonstrate that he respects your dignity and

integrity?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

In this next question, please think about your interactions with your Professor.

Please circle the response that applies to you.

1. Does your Professor trust you as a learner?   True   False

If your response is true, provide a word(s)/phrase(s) or a description of an event, a

moment in class or an interaction that demonstrated that trust.

Appendix E

Modified Instructional Perspectives Inventory

Learner Feedback Form (2)-Post-Course Survey

Please indicate how frequently each statement *typically applies to you* as you work with

your professor.

Circle the response that applies best to you based on your class with Dr. John A.

Henschke.

1. How frequently did my professor communicate to me, that I am uniquely important?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

2. How frequently did my professor express confidence that I will develop the skills I

need?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

3.   How frequently did my professor demonstrate that I know what my goals, dreams and

realities are?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

4. How frequently did my professor demonstrate that he prizes my ability to learn what

is needed?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost

Always

5. How frequently did my professor communicate to me, my need to be aware of and

communicate my thoughts and feelings?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

6. How frequently did my professor enable me to evaluate my own progress?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

7. How frequently did my professor indicate he is able to "hear" what I say my learning needs are?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

8. How frequently did my professor engage me in clarifying my own aspirations?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

9. How frequently did my professor work toward developing a supportive relationship with me?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

10. How frequently did I experience unconditional positive regard from my professor?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

11. How frequently did my professor demonstrate that he respects my dignity and integrity?

A. Almost Never   **B.** Not Often   **C.** Sometimes   **D.** Usually   **E.** Almost Always

In this next question, please think about your interactions with Dr. John A. Henschke.

Please circle the response that applies to you.

1. My Professor trust me as a learner?   True   False

If your response is true, provide a word(s)/phrase(s) or a description of an event, a

moment in class or an interaction that demonstrated that trust.

Appendix F

Questions for learners (focus group)

What is your perception of how John facilitates learning?

What is your understanding of Andragogy?

Tell me how John exemplifies what he teaches.

Tell me of any ways you've seen John not exemplify the ideal in his own

teaching/interaction.

Appendix G

Questions for colleagues

What is your relationship with John?

What is your experience with John?

Do you have experience/understanding with/of Andragogy?

What does Andragogy look like when John practices it?

Have you observed John facilitating learning? If so what did it look like?

Over the time of your relationship with John have you seen changes in his practice of

andragogy? If so can you tell me what the changes look like?

Tell me how John exemplifies what he teaches

Tell me of any ways you've seen John not exemplify the ideal in his own

teaching/interaction

What is your perception of John's congruency between his practice & his scholarship?

Can you give me an example?

Appendix H

REFLECTIONS ON MY

SELF-DIRECTED LEARNING EXPERIENCE

1. Recall your largest, most intentional change in the

      last two years.

        -- Career, job training or education   **-- Self-Insight & Self-Perception**

        -- Body and Physical Health   **-- Emotions & Human Relations**

        -- Basic Skills for Future Situations   **-- Where you live**

            Retirement

            Job   **-- Enjoyable Activities**

        -- Methods for Managing Time & Life   **-- Concerns: Like in Family Life**

        -- Spiritual Growth   **-- Personal Finances**

            Understanding the Meaning   **Home Furnishing &**

            of Life   **Maintenance**

        -- Social and Political Action   **-- Volunteer Activities**

        -- Traveling   **-- _____**

2. As a way to select your top choice, place a rating of # 1 for your top choice
    and # 13 for your lowest choice. Use each number only once.

3. Who chose, planned, implemented the change? People or book?

4. What resources stimulated the change?

5. How did you go about making the change?

6. Did you have a vision of what you would be doing when the project was
    completed? If yes, describe the vision.

7. Were there any unintentional or incidental changes that occurred

    accompanying the major change? If yes, describe them?

Appendix I

Visible Elements of Trust Inventory (VETI)

1. Communicates to learners that they are each uniquely important?

       VISIBLE   NOT VISIBLE

       Example

2. Expresses confidence that learners will develop the skills they need?

       VISIBLE   NOT VISIBLE

       Example

3. Demonstrates that learners know what their goals, dreams, and realities are?

       VISIBLE   NOT VISIBLE

       Example

4. Prizes learners' ability to learn what is needed?

       VISIBLE   NOT VISIBLE

       Example

5. Communicates to learners they need to be aware of and communicate their thoughts and feelings?

       VISIBLE   NOT VISIBLE

       Example

6. Enables learners to evaluate their own progress?

       VISIBLE   NOT VISIBLE

       Example

7. Indicates ability to "hear" what learners say their learning needs are?

       VISIBLE   NOT VISIBLE

Example

8. Engages learners in clarifying their own aspirations?

       VISIBLE   NOT VISIBLE

Example

9. Works towards developing a supportive relationship with individual learners?

       VISIBLE   NOT VISIBLE

Example

10. Exemplifies unconditional positive regard for learners?

       VISIBLE   NOT VISIBLE

Example

11. Demonstrates respect of learners' dignity and integrity?

       VISIBLE   NOT VISIBLE

Example

CURRICULUM VITAE

Lori (Loretta) M. Risley Ed. D., MSN, RN

Lori.risley@hotmail.com

EDUCATIONAL DATA

Date	Degree	Name of Institution
October 2012	Ed. D. Instructional Leadership Emphasis Specialty- Andragogy	Lindenwood University St. Charles, MO
May 2010	MSN-Nurse Educator emphasis	Goldfarb School of Nursing at Barnes-Jewish College St. Louis, MO
December 2008	Bachelor of Science in Nursing	Goldfarb School of Nursing at Barnes-Jewish College St. Louis, MO
March 2006	Associate of Science in Nursing	Barnes-Jewish College of Nursing at Washington University Medical Center St. Louis, MO

ACADEMIC APPOINTMENTS

8/2010-present	Adjunct Clinical Faculty St. Louis University- School of Nursing St. Louis, MO
8/2011-present	Doctoral Research Assistant Lindenwood University- School of Education St. Charles, MO

1/2011-8/2011   LPN-RN Bridge Coordinator
                                                          East Central College
                                                          Department of Nursing
                                                          Union, MO

1/2009-8/2010   Adjunct Clinical Faculty
                                                          Goldfarb School of Nursing
                                                          St. Louis, MO

CLINICAL APPOINTMENTS

5/2006-2/2007   Med/Surg. Staff RN
                                                          Des Peres Hospital
                                                          Des Peres, MO

2/2007-1/2009   Operating Room Circulating
                                                          RN
                                                          Des Peres Hospital
                                                          Des Peres, MO

COURSES TAUGHT (*Asterisk denotes course taught as a graduate assistant)

UNDERGRADUATE: Discipline of Nursing (Accelerated): Simulation Lab/clinical
UNDERGRADUATE: Foundation of Nursing Care clinical
UNDERGRADUATE: Community/Public Health Nursing clinical
UNDERGRADUATE: Nursing of Adult and Children II
UNDERGRADUATE: Special Topics- (online)
GRADUATE: Computer Technologies for Educators- (hybrid)
GRADUATE: Adult Education/Andragogy track
        *GRADUATE: Building Blocks in Adult Learning
        *GRADUATE: Improvement of Instruction in Adult Education
        *GRADUATE: Assessment in the Adult Classroom
        *GRADUATE: Trust Building for Organizations & Individuals through
                        Andragogy
        *GRADUATE: Introduction to Using Learning Contracts with Adult Learners.

SCHOLARSHIP   (*Asterisk denotes peer reviewed publication)

Exploring congruency between John A. Henschke's practice and scholarship (doctoral
dissertation). Lindenwood University. St. Charles, Missouri. October 2012.

*" Parallels of the nurse-patient, facilitator-learner trust relationships as it affects the national economy" In *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning.* Wang, V., [Ed]. IGI Global, Hershey, PA. (*In Press, 2012*).

"Examining the element of trust from multiple perspectives in a learning environment" *American Association for Adult and Continuing Education.* Las Vegas, NV. November 4-9, 2012.

"Reflections on a Research Experience at an International Treasure: The Alexander N. Charters Library of Resources for Educators of Adults. Proceedings of *Commission of International Adult Education*. Pre-conference, Las Vegas, NV. November 3-4, 2012

"Exploring Congruency Between John A. Henschke's Practice and Scholarship" Proceedings of *Midwest Research-To-Practice Conference.* Oklahoma, Sept. 27-29, 2012.

"One Andragogical Approach to Comprehensive Examination Question(s): Encouraging a Doctoral Student to Develop His or Her Individualized Comprehensive Examination Question(s)." Proceedings of *Midwest Research-To-Practice Conference.* Oklahoma, Sept. 27-29, 2012.

"Evaluation of the Midwest Research to Practice Conference. Year thirty-one (31) and looking forward."(with Glowacki-Dudka, M.). Proceedings of *Midwest Research-To-Practice Conference.* Oklahoma, Sept. 27-29, 2012.

"Considering Andragogical Learning in a Pedagogical Classroom" (with Petroff, K.). Proceedings of *Midwest Research-To-Practice Conference.* Oklahoma, Sept. 27-29, 2012.

"Discussing the Challenges of a Dissertation Methodology." Presented at *Qualitative Research Mini Conference,* University of Missouri-St. Louis, St. Louis, MO. Feb. 18, 2012.

"Introduction to Portfolio Building:" A Presentation, Goldfarb School of Nursing. 2010

"Stressors and Coping Strategies of Accelerated Baccalaureate Student Nurses: A Research Proposal." 2009

"Nursing Care Plans: A Development Guideline:" A Presentation, Goldfarb School of Nursing. 2009

"Stress and Coping Strategies:" A Presentation, Goldfarb School of Nursing. 2009

"Stressors and Coping Strategies of Accelerated Baccalaureate Student Nurses: State of
        the Science." 2008

PROFESSIONAL MEMBERSHIP AND AWARDS

2012   American Association for Adult and Continuing Education (Membership)

2012   Alexander N. Charters Research Grant

2010   Clinical Excellence in Nursing Education Award

2009   Honor Society of Nursing, Sigma Theta Tau International (Induction)

ACADEMIC SERVICE

Conference Management: Midwest Research-To-Practice 30th Annual Conference.
September 21-23, 2011. Sponsored by: Lindenwood University, St. Charles, MO.

Steering Committee, Midwest Research-To-Practice Conference, 2011-present. Read
eight proposals for publication consideration in the proceedings. Also read four graduate
student research papers to be judged & awarded best research.

Conference Planning Committee, Midwest Research-To-Practice Conference, 2011.
Developed and implemented Graduate Student Pre-Conference Session, September 21,
2011. Also organized local arrangements and served as registrar.

Student Advisory Council, 2009-2010.

Curriculum Committee Goldfarb School of Nursing, 2009-2010.