**ANDRAGOGY**

**Timeline in History**

**Malcolm Knowles Mind-Map**

Introduction of Andragogy

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CONTENT

[**ABSTRACT** 3](#_Toc412394289)

[**Timeline Andragogy History** 4](#_Toc412394290)

[**MIND-MAP** 5](#_Toc412394291)

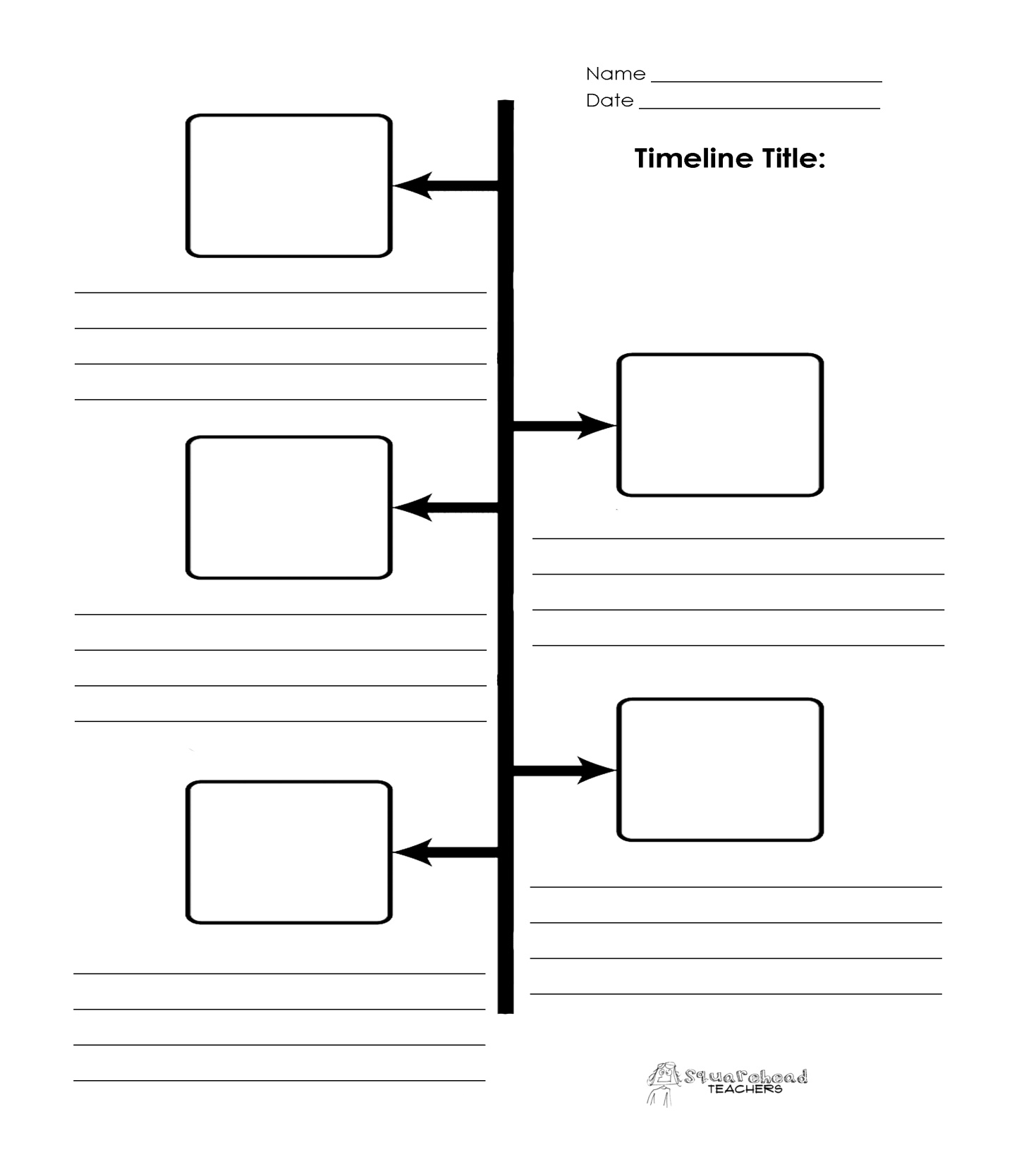
**ABSTRACT**

In this document I prepared a Timeline in History of Andragogy. Andragogy term was used for the first time in 1833 by a German Teacher named Alexander Kapp. Although it wasn’t used for decades, in 1921 it was picked up again and finally it was popularized in 1980 by Malcolm Knowles.

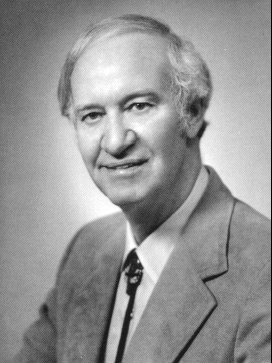
Malcolm Knowles wrote a theory about Adults Learning and presented four assumptions to show the differences between Pedagogy and Andragogy, settling that Adults learn in a completely different way than children, and this is exactly what Andragogy studies. Andragogy is the art and science to teach adults while Pedagogy is the art of teaching children.

In this document it is included a mind-map which shows the most important information about Malcolm Knowles work and theory; this helpful advice, is a great tool for all educators nowadays.

******Timeline Andragogy History**



Timeline



1921 - The German educator

Rosenstock Huessy

pick the term up again

and used it in special

education for adults

1980 - Malcolm Knowles popularized

the term and described his thought

about adult learning. At this time

he presented his theory based in

6 assumptions.

1926 - Eduard Lindeman introduced

the term for English speakers

and enphatized it as a teaching method

for teaching adults

1833 - The German educator

Alexander Kapp

used the term for the first time

when he tried to define the

teaching platonic ideas

**MIND-MAP**

Mind-Map

Abdicated the

Self-Directed Learning

Introduced the

Learning Contracts

Popularized the

term Andragogy

Claim to

Fame for

They have prior

experience which

is a good resource

for their learning

Adults are

Self-Directed

Learners.

They work in

Independence

His Four

Assumptions

Malcolm

Knowles

They have a

desire to

develop

competency

They learn when

they think they

"need to learn"

work with

life-experience

problems

Make learning

a mutual

responsibility

Use methods that

draw on learners'

prior knowledge

Include learners

in problem

solving

Involve learners

in the planning

of learning

Help them

diagnose their

learning need

Respect, support

and accept your

students the way

they are

Make your

students feel

at ease

To Do's for

Educators