

The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, 8th

By Malcolm S. Knowles, Elwood F. Holton III, & Richard A. Swanson. (2015), 402 pages, ISBN:978-0-415-73901-6. \$195

Subject: How to be a better teacher

Useful for: Useful for teachers who have already had some exposure to pedagogical theories and want a deeper understanding on concepts like self-directed learning and cognitive differences.

Format: Chapters with introductions, end-of-chapter summaries, and review questions.

Reviewer's Comments:

Roughly 70% of my family is/was employed by one educational institution or another. I grew up watching my mother grade papers and hearing my aunt talk about implementing Individualized Learning Plans. Since becoming a law librarian and shifting my sights to teaching legal research, I've dug into books like Teaching Law By Design and Tools for Teaching. However, neither of those books were quite as initially intimidating as The Adult Learner and its initial sentences, including "alternative to the methodology-centered instructional design perspective" (p.3). I gritted my teeth and prepared to slog through.

By chapter 3, the fear fell away. Simply put, andragogy is the study of adult learning. This contrasts with pedagogy, the study of how children learn, which often relies upon memorization and the student having a very dependent self-concept. The instructor is on a pedestal handing out knowledge, and the student must figure out "what the teacher wants."

Once I got through chapter 5, I couldn't stop talking with my coworkers about how we could try to inspire our students to be more self-directed learners. Self-directing is the core of andragogy, as adults tend to "resent and resist situations in which they feel others are imposing their will on them" (p. 44). In my experience, this can be particularly frustrating for law students, who are often also struggling because the pedagogical model with which they grew up with is likely failing them for the first time. Memorization and outlining is not enough; law school requires students to take initiative to understand the larger concepts and all their moving parts, with minimal to moderate direction from the professor.

The core concepts of andragogy are introduced in Part 1 of the book. Parts 2 and 3 are geared towards academics studying andragogy, and they trace andragogy's rise from other theories and thinkers of learning and teaching that you may remember from an intro psychology course—Skinner, Maslow, and John Dewey for example. If you are just looking for a practical introduction, I would skim the end-of-chapter summaries for these parts. Part 4 picks back up with more practical tools, including guidelines for using learning contracts mentioned earlier in the book and core competency diagnostics and planning guides. Part 5 shifts back to international and future theories of andragogy, which again, may be more useful for those seeking a master's degree in education. All in all, parts 1 and 4 are easy for the casual reader to focus on while skimming the rest of the book. Apparently, the book was heavily reorganized for this edition, and I wonder if it was precisely for this purpose.

Reviewed by: Savanna Nolan, Georgetown University, in 2018.

How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning process? This masterly and authoritative 8th edition of *The Adult Learner* provides a welcome update of Knowles, Holton and Swanson's classic text. Its focus is both retrospective and prospective, offering the reader a comprehensive review of the theory and practice of adult education. That the fields of adult education and human resource development have evolved from simply positing that adults learn differently from children continues to be quite evident in this revised edition. *The Adult Learner* reflects its own subject matter by thoughtfully integrating new topics to the discussion. *The adult learner: The definitive classic in adult education and human resource development (6th ed.)*. Burlington, MA: Elsevier Press. has been cited by the following article:

TITLE: Validating a Research-Based Monograph for Teaching Post-Secondary EFL Reading Teachers the Meta-Cognitive Aspects of How to Teach Summarizing Strategies for Expository Text: Phase II of a Harvard Business School Type Case Study. AUTHORS: Wei Xu, James Carifio, Lorraine Dagostino. KEYWORDS: Instructional Materials Development Models; Metacognition; Metacognitive Knowledge; Bilingual and Bi-Cultural Instructional Con

Reading the sixth edition of "*The Adult Learner*" reminds us why the book justifiably carries the subtitle "*The Definitive Classic in Adult Education and Human Resource Development*"--and why a seventh edition is also available. It's thoughtful. It's thorough. It's engaging. It acknowledges its limitations. Even though I am an adult education educator, I found the Human Resource Development and corporate training chapters the most interesting. Perhaps because they are more hands on and practical than the theory chapters. This is a great reference book to have for both theory and HRD and I highly recommend it for anyone who works in adult learning environments. As leading authorities on adult education and training, Elwood Holton and Richard Swanson have revised this edition building on the work of the late Malcolm Knowles. Keeping to the practical format of the last edition, *The Adult Learner, Sixth Edition* is divided into three parts. Elwood F. "Ed" Holton holds an impressive record of accomplishments in adult and continuing education and human resource development. He is the founding editor of *Human Resource Development Review*, a past president of the Academy of Human Resource Development and author of over 200 publications, including academic and professional articles in HRD, performance improvement and psychology journals.