Methodology:

- Causal-comparative

Two instruments/Online Survey:
- Zinn's (2007) Philosophy of Adult Education Inventory (PAEI) concept of adult education philosophical orientations
- Conti's (1982) Principles of Adult Learning Scale (PALS) concept of teaching styles

Data Analyzed:
- SPSS descriptive statistics
- Frequency distributions
- Correlational statistical tests
- Analysis of variance

Findings:

- 55.6% identified primary orientation as progressive; 17.8% behavioral
- 62% of the faculty members had an adult educational philosophy that was congruent with their respective teaching style
- 57.8% learner-centered; 42.2% faculty teacher-centered approach
- 49% of faculty members identified their educational philosophy (progressive, humanistic, and radical/critical) and teaching style preference (learner-centered) were congruent with the Principle of Congruity.
### Philosophy within Practice: Relationships between Faculty’s Philosophical Orientations & Teaching Styles

<table>
<thead>
<tr>
<th>Purpose(s)</th>
<th>Behavioral</th>
<th>Liberal</th>
<th>Progressive</th>
<th>Humanistic</th>
<th>Radical</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote competence, skill development and behavioral change; to ensure compliance with standards and societal expectations</td>
<td>To develop intellectual powers of the mind; to enhance the broadest sense of learning; to provide a general, &quot;well-rounded&quot; education</td>
<td>To support responsible participation in society; to give learners practical knowledge and problem-solving skills</td>
<td>To enhance personal growth and development; to facilitate individual self-actualization</td>
<td>To bring about through education fundamental social, cultural, political, and economic changes in society</td>
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</tr>
</tbody>
</table>

### Learner(S)
- Learners not involved in setting objectives; expected to master one step before another; practice behaviors/skills to get them right
- "Renaissance person"; always a learner; seeks knowledge; expected to gain conceptual and theoretical understanding
- Learner needs, interests, and experiences are valued and become part of learning process; learner takes an active role in learning
- Learner is highly motivated and self-directed; assumes responsibility for learning; very involved in planning learning projects
- Learner and "teacher" are equal in learning process; learner is empowered; personal autonomy; voluntary participant.

### Teacher Role
- Manager- controller, "boss," authoritative supervisor; sets expectations; predicts and directs learning outcomes
- Expert- transmitter of knowledge; teaches students to think; clearly directs learning process
- Guide- coach; organizes learning process; provides real-life learning applications; guides collaborative learning
- Facilitator- mentor, helper, partner in teaching-learning exchange; supports learning process
- Coordinator- convener, equal partner with learner; suggests but does not determine directions

### Concepts & Key Words
- Standards-based, mastery learning, competence, behavioral objectives, performance, feedback and reinforcement, accountability, human resource development
- Liberal arts, learning for its own sake, comprehensive or general education, critical thinking, traditional knowledge, cultural literacy, academic excellence
- Problem-solving, practical learning, experience-based, learner-centered, needs assessment, transfer of learning, active inquiry, collaboration, social responsibility
- Andragogy, freedom, autonomy, individuality, entrepreneurialism, self-directedness, teaching-learning exchange, openness, interpersonal communication, personal meaning, authenticity
- Consciousness-raising, noncompulsory learning, liberation, autonomy, radical reorganization of society, empowerment, social action; social justice, commitment, transformation

### Methods
- Competency-based instruction, lockstep curriculum, technical/ skill training, demo and practice, criterion-referenced and standardized testing
- Lecture, reading and critical analysis, question-and-answer; teacher-led discussion, individual study, essay testing, "bell-curve" grading
- Projects, scientific or experimental method, simulations, group investigation, cooperative learning, portfolios, pass/no-pass grading
- Experiential learning, discovery learning, open discussion, individual projects, collaborative learning, independent study, self-assessment
- Critical theory, feminist theory, critical discussion and reflection, problem-posing, analysis of media output, social action theater

### People & Programs
- Aristotle, Plato, Rousseau, Piaget, Huchins, Adler, Houle, Hirsch, Great Books programs, Paideia Program, Center for the Study of Liberal Education, Chautauqua, Elderhostel
- Dewey, Tyler, Whitehead, Lindeman, citizenship education, cooperative extension programs, university without walls, academic credit for prior learning, community schools, environmental education
- Rogers, Maslow, Knowles, Tough, Mezirow, Stange, self-directed learning, popular education, diversity education, personal growth & development programs, assertiveness training
- Freire, Illlich, Kozol, Shor, Habermas, Ohliger, Collins, Perelman, feminist studies, free school movement, Highlander Folk School, Afro-centrism, social & worker education, social justice

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**Models: Working Philosophy**

Discussions engage educators in questions regarding what they do and why they do it.

Decisions regarding the best way to approach defining a personal philosophy are numerous.


**Apps (1985)**

- Educators could consider philosophic questions and use a scientific method of analysis.
- The philosophic questions would center around the learner, purpose of adult education, content/subject matter, the learning process, and the beliefs of the role of the adult educator.
- Based on analysis, an educator could build upon his/her philosophy as needed, by identifying with an educational philosophy, reviewing the framework critically, determining how best their values and beliefs fit within the theories, and adjusting his/her teaching practices to align with the philosophical schema.

**BROOKFIELD (1990)**

A working philosophy can provide the educator with the answers of “why you’re doing what you’re doing”

- Three conditions must exist in order to move a framework of ideas and decisions to the actual guidance of our theoretical practices.
  1. It generalizes beyond the case of individual experience...;
  2. It is predictive...; and
  3. It covers a whole category of events...”

- Further, the collective process of theory development is based on the awareness that what appears to be a private or isolated idea/experience, is in fact linked to a larger body of ideas and practices that are “collectively developed by, and with, colleagues”

**Elias & Merriam (2005)**

Three approaches:
1. Educators choose a particular theoretical framework and build an educational philosophy upon it;
2. Educators choose non-conflicting theories and specific elements and create an eclectic philosophical approach; or
3. Educators choose one philosophy or determine their approach is already espoused.

**Galbraith (1999)**

*Believed “a working or guiding philosophy of educational practice provides the foundation for all decisions, processes, and actions made about the instructional and learning process”*

**Approach:**
- Examine philosophical stance as it relates to the instructional process.

**Process:**
- Examine the principles of practice of adult education;
- Engage in identifying their beliefs, values, and attitudes;
- Develop an instructional philosophy.

After engaging in this process, according to Galbraith (1999) the educator would benefit by having an organized vision for individual practice and furthermore, would place the educator with a “coalition of similar believers who attempt to practice the art and craft of instruction based on a shared rationale” (p. 13).