**Andragogy in Practice Inventory**

The API in very simple terms is used to assess how closely a learning activity is perceived to adhere with the principles and design elements of andragogy (see tables below).

Table 1: Principles of Andragogy

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| Six Principles of Andragogy |
| Intrinsic motivation to learn | The learning that has the most meaning for adults is that which has personal value. |
| Readiness to learn | Teaching and learning efforts are most effective with adults who are prepared by life or work challenges to engage in new learning (i.e., learning that helps them solve problems or issues they recognize in their lives/work). |
| Prior experience | Current and past experience is seen as a rich resource for learning by self and others |
| Orientation to learning | Adults prefer problem-solving approach, not a subject-centered approach to learning and learn best when new learning is couched in real-life context. |
| Self-directed learning | Adults learn best when they have the opportunity to control or have input into the goals and purposes of a learning experience and have some personal autonomy in making decisions in how teaching and learning occurs.  |
| Need to know | Adults need advance information about training or learning experiences in order to evaluate its relevance.  This could also include some advance involvement in designing and planning training. |

Table 2: Learning Process Design Elements for Adult Learners

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| Learning Process Design Elements |
| Preparing the learner | Before the learning experience supply learners with advance information about the content and style of the learning experience, prepare them for participation, and assist in the development develop realistic expectations. |
| Climate setting | Establish a trusting, mutually respectful, informal, collaborative, and supportive learning climate. |
| Mutual planning | Implement a collaborative approach to the planning of the learning experience by engaging learners in planning their learning experience. |
| Diagnosis of learning needs | Learning needs are diagnosed through a process of mutual assessment. |
| Set learning objectives | Learning objectives are defined through a process of mutual negotiation between the instructor and the adult learners. |
| Design of learning plans | Learning plans are most effective when oriented around learning contracts, projects and sequenced by readiness. |
| Learning activities | The most effective activities include inquiry projects, independent study, and the use of experiential techniques. |
| Evaluation of learning | Learning evaluation is most effective when done through the collection of learner collected evidence that is criterion-referenced and validated by peers or experts. |

References

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