

LabR **Learning Resources**

Perspectives in Adult Education

Philosophy of Adult Education Inventory

Personalized Report for Kevin

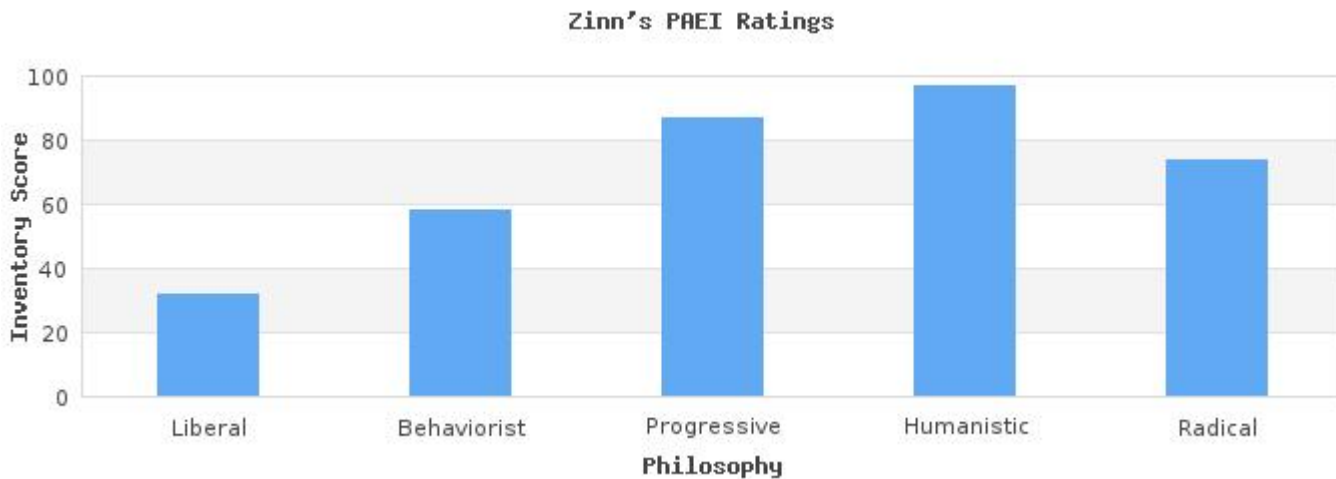
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This is your personal report of your Philosophies of Adult Education using the Zinn Inventory. There are no right or wrong answers, and no one viewpoint is necessarily better than any other. The inventory is designed to highlight your beliefs and not make judgments about those beliefs.

Introduction

This graph illustrates your scores in each of the philosophies measured with this inventory. The detail covered in the report further describes how the inventory is scored, what each of the philosophies mean, and how your beliefs compare to the other people who have completed the inventory.



Each of the scores in the graph reflect your preference towards the various philosophies of adult education. The major groupings are:

- Liberal (Arts) Adult Education - Education for Intellectual Development;
- Behaviorist Adult Education - Education for Behavioral Change;
- Progressive Adult Education - Education for Practical Problem Solving;
- Humanistic Adult Education - Education for Self-Actualization; and,
- Radical Adult Education - Education for Major Social Change.

Calculating Your Score

The inventory is scored using a defined matrix, which is in turn grouped into each of the philosophies. The scoring matrix simply identifies the value for each of the questions you answered. From the scoring matrix, the columns are then added together to determine the score for that philosophy. Here is your scoring matrix.

Inventory Question	a	v	c	w	d	x	f	y	h	z
1	5		1		5		5		4	
2		1		1		6		7		6
3	4		6		7		7		6	
4		1		7		5		7		6
5	1		1		7		7		5	
6		3		1		5		7		5
7	1		5		5		6		4	
8		3		1		4		7		3
9	1		7		7		7		7	
10		1		7		7		4		7
11	1		7		7		7		1	
12		1		1		7		7		7
13	1		7		7		5		4	
14		1		4		7		7		4
15	7		2		1		7		1	
Total	21	11	36	22	46	41	51	46	32	42

The score illustrated in the graph at the beginning of the report is then calculated using the following formula:

$$a + v = 21 + 11 = 32 \text{ (Liberal Arts Adult Education)}$$

$$c + w = 36 + 22 = 58 \text{ (Behavioral Adult Education)}$$

$$d + x = 46 + 41 = 87 \text{ (Progressive Adult Education)}$$

$$f + y = 51 + 46 = 97 \text{ (Humanistic Adult Education)}$$

$$h + z = 32 + 42 = 74 \text{ (Radical Adult Education)}$$

In the following sections of this report are descriptions of each of the philosophies and your score. A score of 95-105 indicates a strong agreement with a specific philosophy, while a score of 15-25 indicates a strong disagreement. If the scores are close together, or spread over three or more philosophies, some careful examination of your beliefs and how you answered the questions is recommended.

Analysis

This section provides some additional analysis of your specific responses. The following table lists your philosophies in highest to lowest order. Note, that if your scores are close together, then you should complete the questionnaire again, as you may be answering the questions as you would like to be and not as you are.

Philosophy	Score	
Humanistic	97	Strong Agreement
Progressive	87	
Radical	74	
Behaviorist	58	
Liberal	32	

Statistical Analysis

A statistical analysis of the results is not meaningful as the scores are numerical representations of nominal data, however, some basic statistics can provide some insight into how your scores are grouped. Here are some basic statistics for your scores:

- Mean = 69.6
- Median = 74
- Maximum Value = 97
- Minimum Value = 32
- Range = 65
- Midrange = 64.5
- Standard Deviation = 22.896287908742

Remember, the lower the standard deviation, the closer your scores are, suggesting they are tightly grouped around the mean. This means your scores do not vary sufficiently for you to determine which philosophy you prefer.

Because of the size of this table, it is split over several pages to improve readability.

	Liberal Arts Adult Education	Behavioral Adult Education	Progressive Adult Education	Humanistic Adult Education	Radical Adult Education
YOUR SCORES	32	58	87	97	74
PURPOSES	To develop intellectual powers of the mind; to make a person literate in the broadest sense -- intellectually, morally, spiritually and aesthetically.	To promote skill development and behavioral change; ensure compliance with standards and societal expectations.	To promote societal well-being; enhance individual effectiveness in society; to give learners practical knowledge and problem solving skills.	To enhance personal growth and development; to facilitate self-actualization.	To bring about through education, fundamental social, political and economic changes in society.
LEARNERS	"Renaissance person"; cultured; always a learner; seeks knowledge; conceptual and theoretical understanding.	Learner takes an active role in learning; practicing new behavior and receiving feedback; strong environmental influence.	Learner needs; interests and experiences are key elements in learning; people have unlimited potential to be developed through education.	Learner is highly motivated and self-directed; assumes responsibility for learning.	Equally with teacher in learning process; personal autonomy; people create and change history and culture by combining reflection with action.
TEACHER	The "expert"; transmitter of knowledge; authoritative; clearly directs learning process.	Manager; controller; predicts and directs learning outcomes.	Organizer; guides learning through experiences that are educative; stimulates, instigates and evaluates learning process.	Facilitator; helper; partner; promotes but does not direct learning.	Coordinator; suggests but does not determine direction for learning; equality between teacher and learner.

	Liberal Arts Adult Education	Behavioral Adult Education	Progressive Adult Education	Humanistic Adult Education	Radical Adult Education
YOUR SCORES	32	58	87	97	74
CONCEPTS/KEY WORDS	Liberal arts; learning for its own sake; rational; intellectual education; general; comprehensive education; traditional knowledge; classical humanism.	Competency based; mastery learning; standards-based; behavioral objectives; trial and error; feedback; reinforcement.	Problem-solving; experience based education; democratic ideals; lifelong learning; pragmatic knowledge; needs assessment; social responsibility.	Experiential learning; freedom; individuality; self-directed; interactive; openness; authenticity; self-actualization; empowerment; feelings.	Dialogue; problem posing; critical reflection; maximum interaction; discussion groups; exposure to media and people in real life situations.
METHODS	Lecture; dialectic; study groups; contemplation; critical reading and discussion.	Programmed instructions; contract learning; criterion referenced testing; computer-aided instructions; skill training.	Problem-solving; scientific method; activity curriculum; integrated curriculum; experimental method; project method; cooperative learning.	Experiential learning; group tasks; group discussion; team teaching; self-directed learning; individualized learning; discover method.	Dialogue; problem posing; critical reflection; maximum interaction; discussion groups; exposure to media and people in real life situations.
PEOPLE/PRACTICES	Socrates, Aristotle, Plato, Adler, Rousseau, Piaget, Houle, Great Books Society, Paideia Proposal, Center for the Study of Liberal Education, Elderhostel, Chautauqua.	Watson, Skinner, Thorndike, Steinberg, Tyler, APL, vocational training, teacher certification, military, religious indoctrination.	Spencer, Dewey, Bergevin, Brameld, Sheats, Lindeman, Benne, Blakely, ABE, ESL, citizenship education, community schools, cooperative extension, university without walls.	Rogers, Maslow, Knowles, Tough, McKenzie, encounter groups, group dynamics, self-directed learning projects, human relations training, Esalen institute.	Holt, Kozol, Friere, Illich, Shor, Ohilger, Perelman, Freedom Schools, Friere's literacy training; free schools; Social Action Theatre.

This table is adapted from J. Elia & S. Merriam (1995). *Philosophical Foundations of Adult Education* (2nd ed.). Malabar, FL: Krieger.

Common Groupings

Many adult educators find they have two major philosophies. The common groups are:

- Liberal and Behaviorist;
- Progressive and Humanistic;
- Progressive and Radical; or
- Humanistic and Radical.

Because of their inherently contradictory beliefs, it is unlikely to find high scores in both Liberal and Radical or Behaviorist and Humanistic.

Philosophy Descriptions

The following sections provide basic descriptions of the philosophies.

Liberal (Arts) Adult Education

Liberal arts education has been the predominant approach in Western society. The philosophy dates back to the Greeks, where the approach was used to create a population which was intelligent, informed, cultured and moral (Merriam & Brockett, 1997). The Liberal viewpoints, not to be confused with liberal political views, were the primary views in the United States education system until the mid-nineteenth century. Liberal arts education primarily revolves around reading books and discussing philosophy, religion, science, literature, the arts and economics.

Some of the major thinkers in this area include:

- Mortimer Adler;
- Benjamin Bloom;
- Lawson; and,
- Paterson.

Behaviorist Adult Education

Behaviorism is focused on the observable behavior of animals and humans. Effectively this means "human actions are the result of prior conditioning and the way in which a person's external environment is arranged. Emotions, feelings, intellect and so on are the means by which humans rationalize their responses to environmental stimuli" (Merriam & Brockett, 1997).

Principle researchers in this area are:

- John B. Watson;
- B. F. Skinner;
- E. L. Thorndike; and,
- Ralph W. Tyler.

Progressive Adult Education

This approach has grown out of the philosophy of pragmatism where more value is placed "in knowledge derived from observation and experience than from tradition and authority" (Merriam & Brockett, 1997).

The major dimensions of pragmatism which were of interest to educators are (Merriam & Brockett, 1997):

- 1) The acceptance of empirical rationality for understanding and solving social problems;
- 2) The reliance on experience rather than authority for one's source of knowledge; and,
- 3) The allowance of social action and social reform as a legitimate concern of politicians, educators and philosophers.

The major personalities emphasizing progressive education were:

- John Dewey;
- Eduard Lindeman; and,
- Cyril Houle,

Others have been influenced and interested in progressive education, including Malcolm Knowles, who based his theory of andragogy on humanistic and progressive principles.

Humanistic Adult Education

Humanism starts with the same roots as the liberal arts approaches, but has expanded significantly to include many themes including Christian, scientific and Marxist humanism and existentialism. Consequently, this philosophy has become very popular for formulating educational practice.

Humanistic psychology was a significant result of this philosophy. Major thinkers in this area are:

- Malcolm Knowles;
- Pratt; and,
- McKenzie.

Radical Adult Education

The radical or critical philosophy emerged in the late 1960's, primarily due to the work of Paulo Freire and Ivan Illich (Merriam & Brockett, 1997). The radical philosophy takes much of its foundation from Marxism, although it shares a commitment to social change with the progressive philosophy. The key element in radical adult education is the belief that education is critical to bringing about social change.

The primary researchers in this area have been:

- Paulo Freire; and,
- Ivan Illich.

Respondent Comparisons

- A total of 11342 people have taken this assessment.
- The youngest person taking the assessment was born in 2007 (10 years).
- The oldest person taking the assessment was born in 1920 (97 years).

Score Comparisons

352 people who were born in your birth year of 1983 have taken this assessment.

There have been 3440 males, 7659 females and 243 people who have not specified a gender who have taken this assessment.

Remember, there is no right or wrong way to answer this inventory. Here are some statistics based upon your scores and the data collected from the other people who have taken this inventory.

Philosophy	Your Score	Number of Scores Lower than Yours	Number of Scores Equal to Yours	Number of Scores Greater than Yours
Liberal	32	48 (0.43%)	6 (0.06%)	11288 (99.53%)
Behavioral	58	396 (3.5%)	30 (0.27%)	10916 (96.25%)
Progressive	87	6640 (58.55%)	477 (4.21%)	4225 (37.26%)
Humanist	97	11019 (97.16%)	61 (0.55%)	262 (2.32%)
Radical	74	6560 (57.85%)	337 (2.98%)	4445 (39.2%)

References

Merriam, S. B., & Brockett, R. G. (1997). *The Profession and Practice of Adult Education*. San Francisco: Jossey-Bass.

Zinn, L. (1998). *Identifying your Philosophical Orientation*. Adult Learning Methods. Malabar: Krieger Publishing Company.

About this Report

This report was created using a web application written using the PHP programming language. The application was written by Chris Hare using information about the Zinn inventory presented during his Master of Arts program in Adult Education at Northwestern State University.

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