

Philosophy of Adult Education Inventory

LabR Learning Resources

Personalized Report for Cody McDonald II

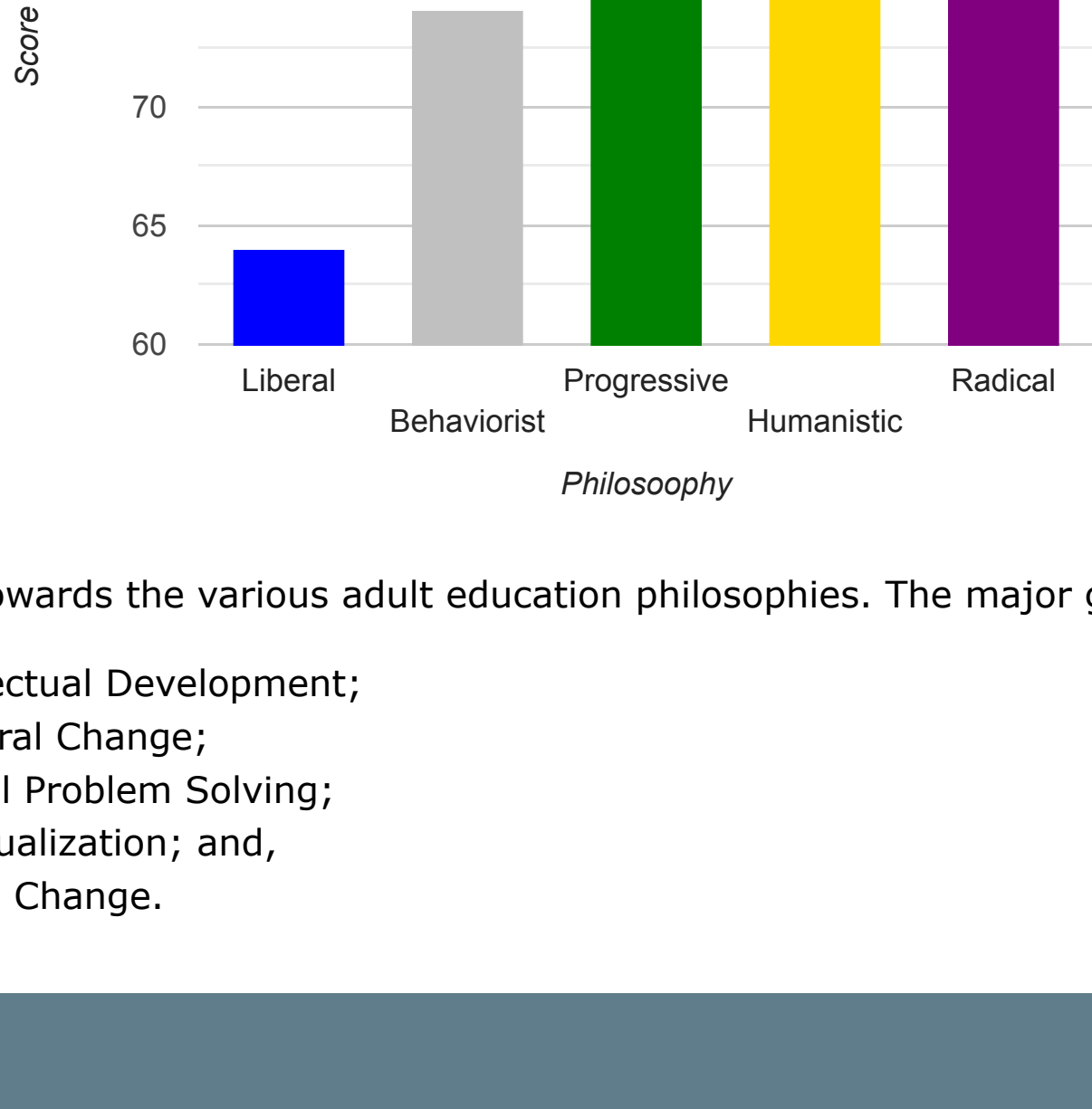
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This is your personal report of your Philosophies of Adult Education using the Zinn Inventory. There are no right or wrong answers, and no one viewpoint is necessarily better than any other. The inventory is designed to highlight your beliefs and not 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 adult education philosophies. 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		4		6		5		7	
2		6		1		6		6		5
3	4		5		5		5		4	
4		4		5		5		4		5
5	2		5		6		5		4	
6		5		6		6		5		4
7	5		5		5		7		6	
8		5		1		7		7		7
9	3		6		6		6		5	
10		5		7		7		3		5
11	5		7		7		7		5	
12		1		2		4		5		5
13	5		7		4		4		6	
14		5		7		5		7		6
15	2		6		6		7		4	
Totals	31	31	45	29	45	40	46	37	41	37

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

a + v = 31 + 31 = 64 (Liberal Arts Adult Education)
d + x = 45 + 40 = 85 (Progressive Adult Education)
f + y = 46 + 37 = 83 (Humanistic Adult Education)
h + z = 41 + 37 = 78 (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	Comments
Liberal	64	
Behaviorist	74	
Progressive	85	
Humanistic	83	
Radical	78	

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:

Median = 78.0
Maximum Value = 85
Minimum Value = 64
Range = 21
Standard Deviation = 8.34865258589672

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.

Philosophy Characteristics

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	64	74	85	83	78
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.
LEARNER(S)	"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.
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, Ohliger, 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 or 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):

- The acceptance of empirical rationality for understanding and solving social problems;
- The reliance on experience rather than authority for one's source of knowledge; and,
- 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.

This additional text is from an article published on Medium by Chris Hare, and used with permission in this report.

Unlike other learning philosophies where the authority includes the environment. Sociopolitical situation, dogma, and individual situation, Humanistic Learning revolves around the learner being the source of authority. This means the student determines the learning method and materials. This article looks at the Humanistic approach as presented by Abraham Maslow, Carl Rogers, and James F. T. Bugental.

Carl Rogers proposed the Experiential Learning Theory. Bugental proposed the theory of Existential-Humanistic Psychology, including the "postulates of humanistic psychology, which are:

- Human beings cannot be reduced to components.
- Human beings have in them a uniquely human context.
- Human consciousness includes an awareness of oneself in the context of other people.
- Human beings have choices and responsibilities.
- Human beings are intentional, they seek meaning, value, and creativity."

Most people will be familiar with Abraham Maslow's Hierarchy of Needs. His research paper, "A Theory of Human Motivation" emphasized that we work toward the attainment of a goal, whether it be getting food because we are hungry, desiring relationships for esteem or growth through self-actualization.

The Key Concepts

Humanistic Learning Theory, often called Humanism, focuses on the specific human capabilities including creativity, personal growth, and choice. Humanists believe people are good and noble. Maslow's research into hierarchical needs is a major concept in this learning theory, especially Self-Actualization, as it is only at this level the student can truly experience growth.

Humanistic Learning Theory can be summarized this way:

- Learners can be trusted to find their own goals and should have some options or choices in what they learn at school.
- Students should set their standards and should evaluate their work.
- The school experience should help students to develop positive relations with their peers.

As we will see later in this article, the Humanistic approach is learner-centric, with the emphasis on the individual's potential rather than the specific learning materials, sowing for a meaning and useful learning experience the student can apply across many situations.

But how does Humanistic Learning Theory affect students, teachers and the learning process?

The Role of the Learner

Ideally, learning should be an active process, where the student is engaged with the learning activities to acquire the knowledge specific to their situation. Since a major theme is the learner being the source of authority, the learner determines what learning materials are used, and how they will learn the material. They could choose to read, listen to speeches, what movies and practice what they have learned through social interactions or producing a specific output.

The learner also establishes the quantity of learning, as in how much do I need to learn about a specific subject. But making the correct or incorrect choice in their learning decisions rests with the student and not the teacher. This reinforces the student as the source of authority.

The Role of the Teacher

Just because the learner is the source of authority and makes the decision about what and how they will learn something, doesn't negate the need for the teacher.

The teacher assumes the role of a coach or facilitator to assist the student in establishing and using their learning strategy to achieve their goal. Doing this means the teacher must be aware of the student's unique needs, to be effective at supporting the student in acquiring the desired knowledge.

By understanding the student's unique needs, the teacher can assist in designing the strategy to support the individual student's intellectual and emotional development. Creating a non-threatening and supportive environment is important to this development.

While the student identifies the learning methods and materials, the teacher needs to ensure the learning activities are related to actual life experience, so the student can apply the learning to their daily living, which is a key concept in Roger's Experiential Learning Theory.

How Does Learning Take Place

Bugental proposed learning occurs through meaningful living and studied the explicit and visible behaviors resulting from the subjective internal processes occurring in the learner. A key point is emphasizing the differences between individual learners.

Rogers viewed every individual experience is a logical event and different for every individual. From this individual viewpoint, the learner is encouraged to form their perspective and meaning through their experiences and beliefs. This makes each experience unique to the learner. Rogers also emphasized the importance of acquiring experience and knowledge from the environment, allowing the learner to form both positive and negative self-concepts about specific situations.

(For a view of Roger's Experiential Learning Theory, see [this Medium article](#).

Principles of Roger's Approach In Education

Rogers established several cornerstone principles to his approach. These are learning is focused on the learner, and the learner has the freedom to choose. Additionally, learning should be considered as a curiosity to know something, and the learner should be encouraged to follow their curiosity.

The effectiveness of the learning process is based upon the learner taking the initiative to be fully engaged, follow their curiosity and find learning strategies and materials to support the learning objective.

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

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.

A total of 7326 people have taken this assessment.

The youngest person taking the assessment was born in 2007 (15 years).

The oldest person taking the assessment was born in 0 (2022 years).

149 people were born in your birth year of 1981 have taken this assessment.

There have been 1907 males, 5154 females and 265 people who have not specified a gender who have taken this assessment.

Philosophy	Your Score	Number of Scores Lower than Yours	Number of Scores Equal to Yours	Number of Scores Greater than Yours
Liberal	64	1022 (13.95%)	126 (1.72%)	6178 (84.33%)
Behaviorist	74	1326 (18.1%)	187 (2.55%)	5813 (79.35%)
Progressive	85	3428 (46.79%)	282 (3.85%)	3616 (49.36%)
Humanistic	83	4872 (66.5%)	219 (2.99%)	2235 (30.51%)
Radical	78	4846 (66.15%)	219 (2.99%)	2261 (30.86%)

Previous Assessment Comparisons

If you have completed this assessment multiple times, this section will contain the values for each of the philosophy types, the assessment date and number. If you have only completed it once, this table will only include this assessment information.

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.
James Bugental - Wikipedia
Comparing Learning Theories ~ Behaviorism, Cognitivism, Constructivism & Humanistic
Theory Into Practice Database
Maslow Hierarchy of Needs
Experiential Learning

About This Report

This is Version 3 of the PAEI as implemented by LabR Learning Resources. This report was created using an application written initially using the PHP programming language (Version 1). Version 2 of the Online PAEI is written in Python 3. Version 3, which is the version generating this report, is also written in Python 3, but hosted at Amazon Web Services and implemented using the Lambda serverless computing model. 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.

The column/bar chart included in this report is created using the Google Chart API.

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For information about this implementation of the Zinn PAEI inventory, contact labrllearning@gmail.com