

A METHODOLOGICAL PERSPECTIVE ON ADULT LEARNING DESIGN: ANDRAGOGY AND CAREER REINVENTION

ABSTRACT

Within the context of technological advancement and great shifts in labour market demands, career reinvention has gained a defining significance among various professions. Career reinvention has become a defining concern across a wide range of professions. These changes shape a ground for radical transformations as contemporary workers increasingly face the necessity of continuous learning in the globalizing world. These changes are creating conditions for radical professional transformation, as contemporary workers increasingly face the imperative of continuous learning in a globalizing world. This imperative has in turn driven the expansion of continuous adult education and professional development.

This article examines adult learning design from a methodological perspective, focusing on the relationship between andragogy and career reinvention. Guided by the theoretical framework of foundational theories of adult learning, transformative learning, experiential education, and contemporary workforce development, it explores how educational methodologies can effectively support adults transitioning across professions. Drawing on foundational theories of adult learning —

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Received: 09/06/2026

Revised: 19/06/2026

Accepted: 30/06/2026

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including andragogy, transformative learning, and experiential education — as well as contemporary workforce development research, the article explores how educational methodologies can effectively support adults transitioning across professions. The study argues that effective adult learning methods should integrate learner autonomy, experiential knowledge, reflective practice, and flexible educational structures. The article further proposes an integrated methodological framework for designing adult education systems oriented toward career reinvention. The findings of this paper contribute to broader debates concerning lifelong learning, workforce resilience and professional adaptation in the rapidly changing world.

Key Words: adult education, career reinvention, lifelong learning, facilitator, self-directed learning, experiential learning, transformative learning

ԱՍՓՈՓՈՒՄ

Տեխնոլոգիական առաջընթացի արագընթաց զարգացումը և աշխատաշուկայի կառուցվածքային փոփոխությունները վերջին տարիներին հանգեցրել են կարիերայի վերափոխման՝ որպես մասնագիտական զարգացման հիմնական ուղղություն: Այս համատեքստում տարբեր ոլորտների մասնագետները ավելի հաճախ են բախվում մասնագիտական վերակողմնորոշման անհրաժեշտությանը՝ պայմանավորված գլոբալիզացված տնտեսության պայմաններում շարունակական ուսուցման և նոր հմտությունների ձեռքբերման պահանջով: Արդյունքում, կարիերայի վերափոխումը դառնում է ոչ միայն անհատական զարգացման հնարավորություն, այլև աշխատաշուկային հարմարվելու և գործատուի պահանջներին համապատասխանելու առանցքային նախապայման:

Սույն հոդվածում ուսումնասիրվում են մեծահասակների ուսուցման ծրագրային նախագծման մեթոդաբանական հիմքերը՝ կենտրոնանալով անդրագոգիայի և կարիերայի վերափոխման փոխկապակցվածության վրա: Հենվելով մեծահասակների ուսուցման, փոխակերպական ուսուցման, փորձառական ուսուցման և ժամանակակից աշխատուժի զարգացման հիմնական տեսությունների վրա՝ հետազոտությունը վերլուծում է այն ուղիները,

որոնց միջոցով կրթական մեթոդաբանությունները կարող են արդյունավետորեն աջակցել մեծահասակների մասնագիտական անցումներին տարբեր ոլորտներում:

Ուսումնասիրությունը փաստում է, որ մեծահասակների ուսուցման արդյունավետ մեթոդները պետք է հիմնված լինեն սովորողի ինքնավարության խթանման, փորձառական գիտելիքի ինտեգրման, քննադատական և ռեֆլեքսիվ մտածողության զարգացման, ինչպես նաև ճկուն կրթական կառուցվածքների կիրառման վրա: Բացի այդ, առաջարկվում է ինտեգրված մեթոդաբանական շրջանակ, որը կարող է ծառայել որպես ուղեցույց կարիերայի վերափոխմանն ուղղված մեծահասակների կրթական ծրագրերի նախագծման համար:

Հողվածի արդյունքները նպաստում են շարունակական ուսուցման գաղափարախոսության խորացմանը, աշխատուժի՝ նոր իրավիճակներում արագ հարմարվելու կարողությունների զարգացմանը և արագ փոփոխվող սոցիալ-տնտեսական պայմաններում մասնագիտական կայուն աճի վերաբերյալ գիտական քննարկումների ընդլայնմանը:

Բանալի բառեր մեծահասակների կրթություն, կարիերայի վերափոխում, շարունակական կրթություն, ֆասիլիտատոր, ինքնավար ուսուցում, փորձառական ուսուցում, փոխակերպական ուսուցում

РЕЗЮМЕ

В контексте технологического прогресса и значительных изменений в требованиях рынка труда переосмысление карьеры приобрело определенное значение для различных профессий. переосмысление карьеры приобрело ключевое значение для представителей самых разных профессий. Эти изменения создают почву для радикальных преобразований, поскольку современные работники все чаще сталкиваются с необходимостью непрерывного обучения в глобализирующемся мире. Эти изменения создают условия для кардинальных профессиональных преобразований: современные работники всё чаще сталкиваются с необходимостью непрерывного обучения в условиях глобализирующегося мира. Необходимость

переосмысления карьеры заложила основу для непрерывного образования взрослых и профессионального роста.

В данной статье рассматривается разработка программ обучения взрослых с методологической точки зрения, с акцентом на взаимосвязь между андрагогией и переосмыслением карьеры. Руководствуясь теоретической основой фундаментальных теорий обучения взрослых, трансформационного обучения, экспериментального образования и современного развития трудовых ресурсов, в ней исследуется, как образовательные методики могут эффективно поддерживать взрослых, переходящих из одной профессии в другую. Опираясь на фундаментальные теории обучения взрослых — андрагогику, трансформационное и опытное обучение, — а также на современные исследования в области развития трудовых ресурсов, статья анализирует, каким образом образовательные методики могут эффективно поддерживать взрослых, меняющих профессию. В исследовании утверждается, что эффективные методы обучения взрослых должны интегрировать автономию обучающегося, эмпирические знания, рефлексивную практику и гибкие образовательные структуры. В статье также предлагается интегрированная методологическая основа для разработки систем образования взрослых, ориентированных на переосмысление карьеры. Результаты данной работы вносят вклад в более широкие дискуссии, касающиеся обучения на протяжении всей жизни, устойчивости трудовых ресурсов и профессиональной адаптации в быстро меняющемся мире.

Ключевые слова: образование взрослых, переосмысление карьеры, непрерывное обучение, фасилитатор, самонаправленное обучение, обучение на основе опыта, трансформационное обучение

Introduction

The contemporary labour market is characterized by continuous transformations. Technological advancement has necessitated radical changes in approaches to work configuration. Technological advancement has necessitated fundamental changes in the organization of work.

Automation, artificial intelligence, and digitalization have altered employment models (WEF, 2023) and workforce development trends (UNESCO, 2021). This has led to a shift in professional expectations across all fields. Consequently, the notion of lifelong career has acquired a new significance taking the form of continuous adaptation and reinvention (OECD, 2021). Consequently, the notion of a lifelong career has acquired new significance, increasingly taking the form of continuous adaptation and reinvention (OECD, 2021). Previously, education was commonly perceived as a phase preceding permanent employment and individuals were confined to formal qualifications acquired in early adulthood, with which they would proceed in professional pathways during their lifetime. However, contemporary economic realities have fundamentally changed this relationship between education and work. Adults are currently expected to continually update professional skills, acquire new competences and transition across occupational sectors (OECD, 2021). Thus, career reinvention has become a defining feature of modern professional existence and development. Reinvention extends beyond traditional professional development because it involves changes in different aspects. Adults navigating these transitions often encounter technological barriers, psychological uncertainty, and institutional limitations. Therefore, educational methodologies designed for younger learners often fail to function in adult transformations. Adult education has emerged as a central mechanism for addressing these challenges and providing a valuable advancement in the professional field. Effective adult learning requires

methodological approaches fundamentally different from traditional pedagogical systems, as adult learners possess diverse experiences, professional histories, and motivations (Brookfield, 1986) that shape how they engage with education. Learning design for adults must therefore prioritize flexibility, relevance, and learner autonomy.

This article examines adult learning design through the lens of andragogy and career reinvention. It discusses theoretical foundations of adult learning, contemporary economic drivers of professional transformation, methodological principles for effective adult education, persistent challenges within learning systems and an integrated framework for supporting sustainable career reinvention. The article further argues that adaptive, learner-oriented methodologies are essential for preparing adults to manage transitions in the changing labour markets.

Theoretical Background

Adult education is studied within the field of Andragogy introduced and developed by Malcolm Knowles (Knowles, 1975). Andragogy describes how adults learn differently from children, relying on self-direction, prior experience, and goal-oriented learning.

The theoretical foundations of andragogy provide a conceptual framework for understanding what methods should be applied to motivate adult learners and how educational programs should be designed to facilitate adult learning. Unlike traditional pedagogical models, andragogy

recognizes adults as autonomous individuals having certain experience, social responsibility, and professionalism. These assumptions are particularly significant, because adults not only acquire new knowledge; they redefine their own roles within the new changing technological environments.

The emergence of andragogy reflected broader shifts in educational philosophy during the twentieth century. However, adult education scholars increasingly recognized, that mature learners possess distinct cognitive, emotional, and motivational characteristics. Adult education scholars have increasingly recognized that mature learners possess distinct cognitive, emotional, and motivational characteristics. Adult learners typically choose to pursue education voluntarily (Brookfield, 1986), driven by specific goals related to employment, personal development, or career advancement. Career reinvention involves knowledge acquisition through adaptation to new social structures, digital cultures, and professional identities (Freire, 2000). Thus, andragogy must be understood as a socio-educational framework capable of responding to contemporary labour market transformations.

Methodological Implications for Career Reinvention

This article employs a methodological analysis based on comparative examination of major adult learning theories and their application to contemporary workforce transformation.

This article focuses on three core approaches central to andragogy: self-directed learning, experiential learning, and transformative learning. These are the key pillars of andragogy which can be applied for helping adults in reshaping careers.

One of the defining characteristics of adult education is self-directed learning. This concept was put forward by Knowles (Knowles, 1975; Knowles et al., 2015). This concept was developed by Knowles (1975; Knowles et al., 2015). Adult learners usually assume responsibility for identifying their learning goals, selecting appropriate strategies, and applying knowledge in certain practical contexts. This autonomy is relevant in career reinvention, where learners tend to adapt to new professional realities. The emergence of digital tools applied in almost all spheres has given fresh impetus to adult learning, as people seek to meet the demands of the current reality. Self-directed systems support flexible progression and encourage continuous lifelong learning. Knowles defined self-directed learning as a process in which individuals take the initiative to define their own needs, set goals and evaluate outcomes. In this case the instructor role is shifted from teacher to facilitator. Unlike teachers, facilitators deliver specific content and remain neutral, guiding learners and focusing on how they think and work, rather than focusing on curricular results.

Experiential learning: This approach was suggested by David Kolb (Kolb, 2015). It emphasizes the role of lived experience and posits that knowledge is acquired through the transformation of experience. Unlike young

learners, adult learners enter educational settings with accumulated professional, inter-personal and socio-cultural experiences.

Transformative learning: This theory was proposed by Jack Mezirow (Mezirow, 1991) to describe a deep, structural shift in the way people perceive, understand, and make meaning of their world. Unlike standard learning which implies adding new facts to what you already know, transformative learning involves questioning and changing background knowledge, beliefs, assumptions by reconstructing meaning based on new information. Unlike conventional learning — which involves the accumulation of new information within existing frameworks — transformative learning entails critically questioning and revising foundational assumptions, beliefs, and interpretive schemes. It highlights the idea that adult learning is about changing perspectives.

Strategic and technological changes occurring regularly at the workplace motivate adult learners, giving them new impetus for training, enhancing knowledge, skills, and self-confidence. Adult teaching design should incorporate structured methodologies to address the actual challenges of shifting careers, gaining new skills and lifelong learning.

When designing a course for adult learners, educators and trainers should conduct a comprehensive needs assessment of the learner to identify existing competences, career goals, skill gaps and motivational factors. Thus, adult education methodology is not confined to teaching technique. It encompasses the broader architecture of learning experiences (including curriculum organization, assessment models, social interaction, etc.).

Effective adult teaching methodologies recognize that adult learning is multidimensional and involve cognitive, professional, social, and emotional transformation (Schön, 1983). Instructional design for adults increasingly operates within rapidly evolving technological and economic contexts. Educational programs should therefore remain adaptive and responsive to meet the needs of the current reality.

Diversity is another consideration connected with adult learners, as they differ significantly in educational and cultural backgrounds, socio-economic status, cultural context, personal motivation, and professional experience. Diversity is a further key consideration in adult learning design, as adult learners differ substantially in educational background, socio-economic status, cultural context, personal motivation, and professional experience. To avoid undermining effectiveness, curricula for adult learners should be devoid of standardization. Individual approach, personalized and flexible structures are essential for motivation, active participation, and meaningful outcomes. It goes without saying, that effective adult teaching methodology should integrate theoretical principles and practical mechanisms that support professional transition. Effective adult teaching methodology must integrate both theoretical principles and practical mechanisms that support professional transition.

Methodological principles of adult learning design comprise three main strategies that facilitate the learning process of adults. One of the most important strategies in adult learning design is the learner-centered method. This approach concentrates on the special needs of individuals, as

the latter are generally motivated by concrete professional objectives rather than merely academic achievements. Consequently, programs designed for adult education are tailored in a flexible and relevant manner to be applicable to specific situations, enabling learners to connect the newly acquired knowledge to their personal goals and career demands.

The second approach involves competency-based learning, evaluating what the learner can perform rather than assessing attendance or memorized materials. As adult learners often possess certain skills from previous learning or job experience, this approach proves to be effective in career reinvention.

For instance, adults who have administrative professions and face the challenge of shifting to jobs involving digital or data-focused roles may already possess transferable competencies, as well as communication, project coordination and analytical thinking. Competency-based assessment enables educational institutions to recognize these existing skills and to focus on digital and technical specialization.

The third method is experiential learning, which plays an important role in adult education design. It is observed that adults are motivated when educational activities are closer to real-world situations and require practical application. Encouraging active participation by organizing educational games, case studies, project-based learning and workplace-oriented assignments greatly motivate adult learners. Active engagement in such activities removes psychological barriers and boosts learner confidence, facilitating the adaptation process to unfamiliar professional

environments. Besides, project-based learning and technology-oriented trainings enable adult learners to solve authentic workplace problems through collaborative assignments, simulations, and portfolio development.

Conclusion

Adult learning design occupies a pivotal role in contemporary workforce transformation. Career reinvention is increasingly becoming common across societies, as economic and technological changes continue to reshape professional life by changing employment requirements. Career reinvention is becoming increasingly common across societies as economic and technological change continues to reshape professional life and employment requirements. This article contributes to adult education research by putting forward an integrated methodological framework combining andragogical principles with current-day technological development and career reinvention processes. Adult educational programs should therefore adopt adaptive, learner-centered, and transformational methodologies to meet the demands of the new realities. The current study has demonstrated that effective adult learning systems need to integrate self-directed learning, experiential knowledge, competency-based assessment, and flexible institutional structures. Career reinvention is thus not merely a technical process of reskilling, but a psychological and social transformation involving continuous adaptation, identity reconstruction, and the cultivation of professional resilience.

The integrated methodological framework proposed in this paper highlights the importance of combining cognitive, experiential, transformative and structural dimensions within adult education design. These approaches could expand employment opportunities, foster resilience, inclusion, and lifelong adaptability in rapidly evolving labour markets.

Further research should explore the long-term impact of reinvention-oriented learning systems across different cultural and economic contexts. Comparative studies examining digital transformation, educational equity and workforce resilience may contribute to more inclusive and sustainable adult learning models.

ԳՐԱԿԱՆՈՒԹՅՈՒՆ

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