**The Andragogical Model**

The andragogical model is based on several assumptions that are different from those of the pedagogical (conventional) model:

1. *The need to know.*  Adults must be informed of the benefits of the information being covered, and how the material will benefit them (McGrath, 2009).

2. *The learner’s self-concept.* Adults have a self-concept of being responsible for their own decision. They resent and resist situations in which they feel others are imposing their wills on them. (Knowles, Holton, & Swanson, 1998).

3. *The role of the learners’ experiences.* The richest resources for learning reside in the adult learners themselves. As a person matures, their accumulation of experiences allow them to become a strong resource for learning and allows them to have a base which to use to relate to new learnings. (Knowles, 1973).

4.  *Readiness to learn*. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations. (Knowles, Holton, & Swanson, 1998).

5. *Orientation to learning.* In contrast to younger learners’ subject-centered orientation to learning, adults are life-, task-, and problem-centered in their orientation. They learn new knowledge and skills most effectively when they are presented in the context of application to real-life situations. (Knowles, Holton, & Swanson, 1998).

References:

Knowles, M. S., Holton Ⅲ, E. F., & Swanson, R. A (1998). The adult learner: the definitive classic in
 adult education and human resource development, Houston, Texas: Gulf Publishing company.

Knowles, M. (1973). The adult learner: a neglected species. (p. 198). Houston: Gulf Publishing
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McGrath, V. (2009). Reviewing the evidence on how adult students learn: an examination of Knowles'
 model of andragogy. Adult Learner: The Irish Journal of Adult and Community Education,
 99-110.

Pedagogical vs. Andragogical Approaches

|  |  |  |
| --- | --- | --- |
|  | Pedagogical Approach | Andragogical Approach |
| Orientation to Learning | * Learning is a process of acquiring prescribed subject matter
* Content units are sequenced according to the logic of the subject matter
 | * Learning must have relevance to real-life tasks
* Learning is organized around life/work situations rather than subject matter units
 |
| Role of the Learner’s Experience | * The learner comes to the activity with little experience that cold be tapped as a resource for learning
* The experience of the instructor is most influential
 | * The learner brings a greater volume and quality of experience
* Adults are a rich resource of learning for one another
* Differing experiences lend diversity in groups of adults
* Experience becomes the source of self-identity
 |
| Readiness to Learn | * Students are told what they have to learn in order to advance to the next level of mastery
 | * The need to know in order to perform more effectively in some aspect of one’s life is important
* Ability to assess gaps between where one is now and where one wants and needs to be
 |
| The Learner’s Orientation | * The learner is dependent upon the instructor for all learning
* The teacher/instructor assumes full responsibility for what is taught and how it is learned
* The teacher/instructor evaluates learning
 | * The learner is self-directed
* The learner is responsible for his/her own learning
* Self-evaluation is characteristic of this approach
 |
| Motivation for Learning | * Primarily motivated by external pressures, competition for grades, and the consequences of failure
 | * Internal motivators: self-esteem, recognition, better quality of life, self-confidence
 |

My Island View. (2017, May 29). Pedagogy vs. Andragogy [Blog post]. Retrieved from
 https://tomwhitby.com/2013/05/03/pedagogy-vs-andragog/

**Activity – Satisfying Learning Experience**

Directions: Working in pairs, please complete the following activity. Begin by recalling a satisfying adult educational experiences in which you were a student. Think about which elements of the experience made it satisfying, and list those elements below. Next, think about which principle number of andragogy each element supports. Finally, give some thought to how you could replicate or build on those elements in a class you teach, using the principals of andragogy.

|  |  |  |
| --- | --- | --- |
| What was satisfying? | Principal # Supported: | Ideas for replicating/building: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Process Elements of Andragogy

Element 1: Planning

**What it looks like:**  Learners sharing the responsibility for planning learning activities with the facilitator.

**Why it’s important:** A learning need is not a need unless perceived so by the learner.

**How it works:** There is a basic law of human nature at work her…people tend to feel committed to any decision in proportion to the extent to which they have participated in making the decision.

**An example in action:**  Learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of the knowledge or skill. This way, the learners will enter into the learning experience with some awareness of what they would like to get out of it.

Other ideas:

Process Elements of Andragogy

Element 2: Activities

**What it looks like:**  Activities are designed in a way that gives learners the opportunity to shape them in the direction they see fit.

**Why it’s important:**  Students’ self concepts of being responsible for their own learning and being capable of self-direction; desire to use their life experiences to shape the activity

**How it works:** Students are given guidelines for activities that are broad enough for for them to choose from several options.

**An example in action:** Assuming for a moment that we are not specifically testing the use of Excel, compare the differences in wording for the same activity: “Create a spreadsheet from the data using excel” vs. “Find a way to effectively capture the data”.

Other ideas:

Process Elements of Andragogy

Element 3: Assignments

**What it looks like:** Pedagogical assignments are strict in design, call for less creativity, and require less problem solving. They represent “one size fits all”. Andragocically based assignments are problem-based.

**Why it’s important:** Adults are life-, task-, and problem-centered in their orientation to learning. They learn new knowledge, skills and values best when they are presented in context of application to real-life situations.

**How it works:**  Teachers present scenarios which allow learners to demonstrate their understanding of content in their own way, at their own level, with their own evaluation in mind.

**An example of planning in action:**  Learners can pick from a variety of assignments or may have the option to customize the assignment, or even draft their own assignment.

Other ideas:

Process Elements of Andragogy

Element 4: Textbooks

**What it looks like:** Pedagogically based textbooks have lockstep instructions with minimal background, theory or discussion about practical real-world applications. Many textbooks often come with exercises or assessments which require a student to replicate an assignment by following specific steps or actions, usually ending up with the student creating identical projects to the text. Andragogically based texts have less emphasis on step-by-step skill building or at least have an equal amount of information on theory and practical application in real world settings.

**Why it’s important:** Many adult learners, as they read, are comparing (at least subconsciously) each bit of knew knowledge to previously stored information. They must be able to relate their new knowledge to existing knowledge.

**An example in action:** Food for thought when you are reviewing or selecting textbooks!

Other ideas:

**Activity – Psychological Climate**

Directions: Working in groups of 3 or 4, please give some thought to how each of the process elements for psychological climate can be modeled in your class. What best practices have you used in the past? What would you like to try?

|  |  |
| --- | --- |
| Process Element: | Best practices? Ideas to try? |
| Climate of Mutual Respect |  |
| Climate of Collaboration |  |
| Climate of Mutual Trust |  |
| Climate of Support |  |
| Climate of Openness and Authenticity |  |

Reference: Henschke, John A. EdD, "Andragogical Curriculum for Equipping Successful Facilitators of Andragogy in Numerous Contexts" (2014). IACE Hall of Fame Repository