

# ADULT LEARNING ANDRAGOGY

Endang Lestari



Is there any difference between teaching children  
And adult? If so, what are the differences?

# GOAL

After attending the class, students are expected to:

- a. Understand the concept of andragogy
- b. Can Differ andragogy and pedagogy
- c. Understand the characteristics of andragogy
- d. Understand the teaching approach used in andragogy

# Pedagogy

- The term pedagogy was derived from Greek words 'Paid' meaning child and 'agogus' meaning leading. Thus it is defined as the art and science of teaching children.

# Andragogy

Malcom Knowles:

andragogy as the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children.

It was derived from the Greek words 'aner' meaning 'man not boy'.

| <b>Topic</b>   | <b>Traditional Pedagogy</b>                          | <b>Adult Learning</b>                              |
|--|--|--|
| <b>View of Human Nature</b> (see last table in this series for definition of Theories X & Y) | Theory X   | Theory Y   |
| <b>Perception of Nature of Work</b>  | Necessary evil                                       | Vehicle for self-expression                        |
| <b>Organization Design</b>   | Bureaucracy  | Reduced hierarchy, team-based high performance     |
| <b>Organization Goals</b>  | Stable, slow-changing, highly structured performance | Dynamic, fast-changing, continuous improvement     |
| <b>Organization Climate</b>  | Authority-oriented<br>Formal/closed<br>Competitive   | Respect-oriented<br>Informal/open<br>Collaborative |

|                                |   |  |
|--------------------------------|---|--|
| <b>Diagnosis of Needs</b>      | Supervisor  | Mutual/self-diagnosis                                |
| <b>Purpose of Intervention</b> | Orientation,<br>Standardization,<br>Instruction (acquisition of existing knowledge) | Change,<br>Development,<br>Creation of new knowledge |
| <b>Employee Competence</b>     | Below minimum acceptable performance  | Above minimum acceptable performance                 |

| <b>Topic</b>                                   | <b>Traditional Pedagogy</b>    | <b>Adult Learning</b>   |
|--|--------------------------------|---|
| <b>Learners/employees</b>                      | Dependent                      | Independent   |
| <b>Subject matter</b>                          | One right way                  | Many ways   |
| <b>Motivation to learn, change, or improve</b> | External, dictated by others   | Internal, response to personal/career needs   |
| <b>Role of experience</b>                      | Unimportant or even discounted | A rich resource that can be the basis for learning, change or improvement<br><br>Must be integrated |

|                                      |                                    |  |
|--------------------------------------|------------------------------------|--|
| <b>Learner/employee self-concept</b> | Need outside direction             | Capable of self-direction                |
| <b>Learning orientation</b>          | Subject-centered<br>Logic-oriented | Life/career-centered<br>Process centered |
| <b>Objective</b>                     | Minimum requirements               | Self-betterment                          |

## Consequent Learning Design

| Topic                         | Traditional Pedagogy  | Adult Learning   |
|-------------------------------|---|--|
| <b>Identification of Need</b> | Mandate from above  | Choice of learning motivated by life enhancement or performance improvement expectation  |
| <b>Instructional Design</b>   | Transmission of prescribed subject matter through lectures, Socratic dialogue, and memorization | Subject matter is life-centered, task-centered, problem centered and learning is facilitated, self-reflective and transformative   |
| <b>Learning Process</b>       | Passive learning<br><br>Instruction, memorization, modeling, demonstration, coaching, etc.      | Active Learning<br><br>Critical and reflective thinking, shared visioning.<br><br>Simulations through team learning, case studies, role playing, etc.<br><br>On the job experience, new information, interpretation, practice, adaptation, and integration.<br><br>Experiential learning such as creative thinking, improvisation, ropes courses, etc. |



**Andragogy** is the science of the lifelong and lifewide education / learning of adults

## Lifewide Learning of Adults

intentional learning

not-intentional  
"learning en passant"

outside-directed

self-directed

planned, but learning not main purpose

happening

woven into life-routines

Adult Education

autodidactic

travel

accident

aging

always includes not-intended learning-processes and -products

can lead to intentional learning

### 3. Differences between Pedagogy and Andragogy

| <b>PEDAGOGY</b>   | <b>ANDRAGOGY</b>   |
|---|--|
| Rely on others to decide what is important to be learned                            | Decide for themselves what is important to be learned                                    |
| Accept the important being presented at face value                                  | Need to validate the information based on their beliefs & experience                     |
| Expect what they are learning to be useful in their long-term future                | Expect what they are learning to be immediately useful                                   |
| Have little or no experience upon which to draw-are relatively clean slates         | Have much experience upon which to draw-may have fixed viewpoints                        |
| Little ability to serve as a knowledgeable resource to teacher or fellow classmates | Significant ability to serve as a knowledgeable resource to trainers and fellow learners |

# A COMPARISON OF THE ASSUMPTIONS OF PEDAGOGY AND ANDRAGOGY

| Regarding              | Pedagogy  | Andragogy   |
|------------------------|---|---|
| Concept of the learner | <p><b>The role of the learner is, by definition, a dependent one.</b> The teacher is expected by society to take full responsibility for determining what is to be learned, when it is to be learned, how it is to be learned, and if it has been learned .</p> | <p>It is a normal aspect of the <b>process of maturation for a person to move from dependency toward increasing self directedness,</b> but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, although they may be dependent in particular temporary situations.</p> |

| Regarding                    | Pedagogy   | Andragogy   |
|------------------------------|--|---|
| Role of learners' experience | <p><b>The experience learners bring to a learning situation is of little worth.</b> It may be used as a starting point, but the experience from which learners will gain the most is that of the teacher, the textbook writer, the audiovisual aid producer, and other experts. Accordingly, the primary techniques in education are transmittal techniques-lecture, assigned reading, AV presentations.</p> | <p>As people grow and develop they <b>accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning-for themselves and for others.</b></p> <p>Furthermore, people attach more meaning to earnings they gain from experience than those they acquire passively. Accordingly, <b>the primary techniques in education are experiential techniques-laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like .</b></p> |

| Regarding                 | Pedagogy  | Andragogy  |
|---------------------------|---|--|
| <p>Readiness to learn</p> | <p><b>People are ready to learn whatever society</b> (especially the school) says they ought to learn, provided the pressures on them (like fear of failure) are great enough. Most people of the same age are ready to learn the same things . Therefore, learning should be organized into a fairly standardized curriculum, with a uniform step-by-step progression for all learners</p> | <p><b>People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems .</b> The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their "needs to know." And <b>learning programs should be organized around life-application categories and sequenced according to the learners' readiness to learn.</b></p> |

| Regarding               | Pedagogy   | Andragogy   |
|-------------------------|--|---|
| Orientation to learning | <p>Learners see education as a <b>process of acquiring subjectmatter content</b>, most of which they understand will be useful only at a later time in life . Accordingly, the curriculum should be organized into subjectmatter units (e .g ., courses) which follow the logic of the subject (e .g ., from ancient to modern history, from simple to complex mathematics or science). People are subject-centered in their orientation to learning</p> | <p><b>Learners see education as a process of developing increased competence to achieve their full potential in life . They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow.</b></p> <p>Accordingly, learning experiences should be organized around <b>competency-development</b> categories . People are <b>performance-centered</b> in their orientation to learning</p> |

## ASSUMPTIONS

| <b>About:</b>                | <b>Pedagogical</b>                          | <b>Andragogical</b>                             |
|------------------------------|---|---|
| Concept of the learner       | Dependent personality                       | Increasingly self-directed                      |
| Role of learner's experience | To be built on more than used as a resource | A rich resource for learning by self and others |
| Readiness to learn           | Uniform by age-level and curriculum         | Develops from life tasks and problems           |
| Orientation to learning      | Subject-centered                            | Task or problem-centered                        |
| Motivation                   | By external rewards and punishments         | By internal incentives, curiosity               |



**Table 1 – Pedagogical and Andragogical Assumption about Learners**

| No. | Aspect                               | Pedagogical Model   | Andragogical Model   |
|-----|--------------------------------------|---|--|
| 1.  | Need to know                         | Learners need to know what the teacher tells them.        | Learner need to know why something is important prior to learning it.            |
| 2.  | The learner's self concept           | Learner has a dependent personality.                      | Learners are responsible for their own decisions.                                |
| 3.  | The role of the learner's experience | The learner's experience is of little worth.              | The learner's experience has great importance.                                   |
| 4.  | Readiness to learn.                  | Learners become ready to learn what the teacher requires. | Learners become ready to learn when they see content as relevant to their lives. |
| 5.  | Orientation to learning              | Learners expect subject centered content.                 | Learners expect life centered content.   |
| 6.  | Motivation                           | Learners are motivated by external forces.                | Learners are motivated by primarily by internal forces.                          |

*Source: Knowles et al. 1998*



# Conclusion

## Basic assumption of Andragogy

Individuals mature:

- their self-concept moves from one of being a dependent personality toward being a self-directed human being;
- they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning ;
- their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
- their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness .

# The five assumptions underlying andragogy describe the adult learner (Merriam, Sharan)

as someone who

- (1) has an independent self-concept and who can direct his or her own learning,
- (2) has accumulated a reservoir of life experiences that is a rich resource for learning,
- (3) has learning needs closely related to changing social roles,
- (4) is problem-centered and interested in immediate application of knowledge, and
- (5) is motivated to learn by internal rather than external factors

## PROCESS ELEMENTS

| <b>Elements</b>          | <b>Pedagogical</b>   | <b>Andragogical</b>   |
|--------------------------|--|---|
| Climate                  | Tense, low trust<br>Formal, cold, aloof<br>Authority-oriented<br>Competitive, judgmental | Relaxed, trusting<br>Mutually respectful<br>Informal, warm<br>Collaborative supportive          |
| Planning                 | Primarily by teacher   | Mutually by learners and facilitator  |
| Diagnosis of needs       | Primarily by teacher   | By mutual assessment  |
| Setting of objectives    | Primarily by teacher   | By mutual negotiation   |
| Designing learning plans | Teachers' content plans<br>Course syllabus<br>Logical sequence                           | Learning contracts<br>Learning projects<br>Sequenced by readiness                               |
| Learning activities      | Transmittal techniques<br>Assigned readings  | Inquiry projects<br>Independent study<br>Experimental techniques                                |
| Evaluation               | By Teacher<br>Norm-referenced<br>(on a curve)<br>With grades                             | By learner-collected evidence validated by peers, facilitators, experts<br>Criterion-referenced |