PEDAGOGY, ANDRAGOGY, AND ONLINE COURSE DESIGN

Learning Technologies Workshop
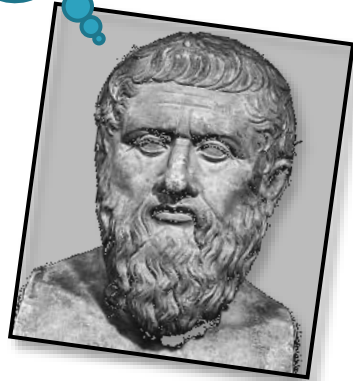
Pedagogy

The Simple Definition

Pedagogy | ˈpe-də-ˌgō-jē |
noun
the art, science, or profession of teaching

- Plato's idea of *paidagogos* as "leader" and "custodian" of children (4th century BCE)
- Evolution of concept:
  - "education" vs. "teaching"
  - "curriculum" vs. "education"
  - "teacher" vs. "mentor" vs. "guide"

What to learn **+** How to learn **+** How to teach **=** PEDAGOGY

The Deeper Definition

Engaging, hands-on, and thought-provoking exercises

Activities and methods employed by the instructor

Sharing, exchanging, and challenging ideas and responsibilities

Teaching strategies that achieve active, collaborative discovery and creation of new knowledge, understanding, and growth

Making, synthesizing, and imagining ideas and things

Finding, detecting, and uncovering the unknown

Uncovering contexts, relationships, and concepts

Consciously becoming a more elevated human being

Learning facts, truths, and realities

The Deeper Definition

Teaching strategies that achieve active, collaborative discovery and creation of new knowledge, understanding, and growth

Why Pedagogy Matters

Pedagogy forces us to consider…

Student learning as the ultimate goal	What students should learn (and <u>why!</u>)	Aligning goals, activities, and assessments
Balancing content and creation	Needs of students as learners and as people	The "big picture" of a course

Pedagogy in Practice

Category	Content & Delivery	Direction
Meaning	- Multiple formats - Personal relevance - Student input - Accessibility issues	- Course goals - Learning objectives - High expectations - Personal goals
Examples	- Judicious lecturing - Audio/video/text - Interactive content - Questionnaires - ADA Web Accessibility	- Clear goals and objectives on syllabus - Explicitly state (and restate) expectations - Student goal plans

Pedagogy in Practice

Category	Personal/Social	Skill Building
Meaning	• Sense of community • Recognize individuality • Connect course to personal lives and society • Free expression and exchange of ideas • Personal growth	• Opportunities to discover, apply, and create knowledge • Help to recognize and overcome weaknesses • Address a variety of skill sets and competencies
Examples	• Community-based learning • Discussion forums • Personal journals	• Independent and group work • Student-led teaching • Consistent, honest feedback

Pedagogy in Practice

Category	Assessment	Attitude
Meaning	- Formative and summative - Various formats - Connect to objectives - Purposeful application of knowledge	- Willingness to try new approaches - Positive, encouraging presence - Focus on student success
Examples	- Portfolios - Written assignments - Real-life case studies - Needs assessments	- Coursework that is rich in context - Assessments that let students draw on personal experience - Consistent, regular input and feedback

Pedagogy and Online Learning

Possibilities

- Engage and challenge students in exciting new ways
- Ability to maintain more regular contact with students
- Greater relevancy to students
- Wealth of independent learning opportunities

Cautions

- Technology can <u>augment</u> (not replace) good teaching
- Learning objectives come first – finding technology comes second
- Beginning-to-end planning is essential
- Greater need to reach out to students

Questions to Consider

1. What does pedagogy really mean?

2. Am I allowed to create my own "best practices"?

3. How does an online format liberate and limit approaches to pedagogy?

4. Which elements of pedagogy are likely to be the most challenging for me as an instructor?

5. How can I work with my colleagues to strengthen my teaching?

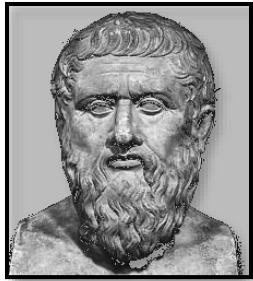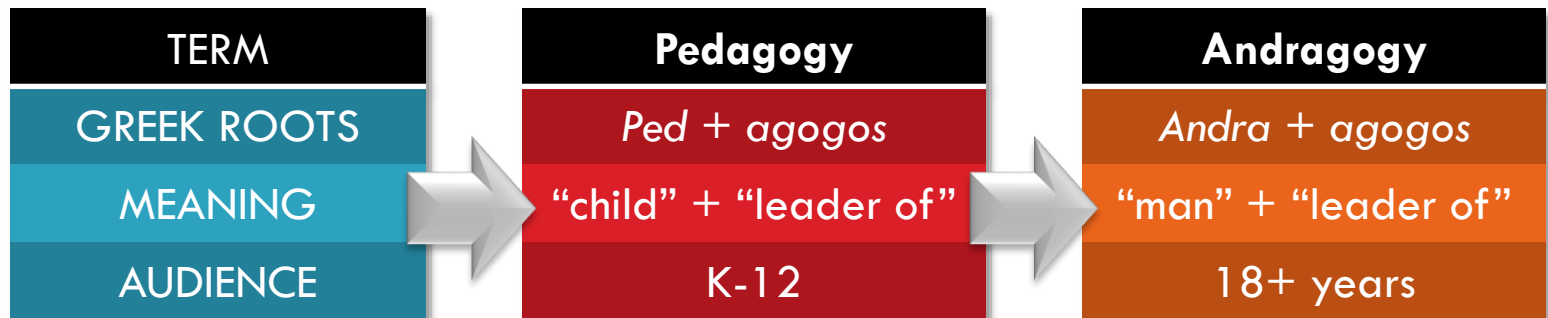6. What resources are available to me if I need more help with pedagogy?

Andragogy

Origins of Andragogy

- Foundations in Platonic ideas of lifelong learning (4th century BCE)
- Term and idea formalized by German teacher Alexander Kapp in 1833
  - Believed adults learn best independently and by drawing on life experiences

TERM	Pedagogy	Andragogy
GREEK ROOTS	*Ped* + *agogos*	*Andra* + *agogos*
MEANING	"child" + "leader of"	"man" + "leader of"
AUDIENCE	K-12	18+ years

Origins of Andragogy

1890-1930 **Progressive Era**
- Need for more and better education (urbanization)
- Dewey and Montessori focus on "learner-led" education

1930-1950 **Great Depression**
- High unemployment fuels need to reeducate adults for careers
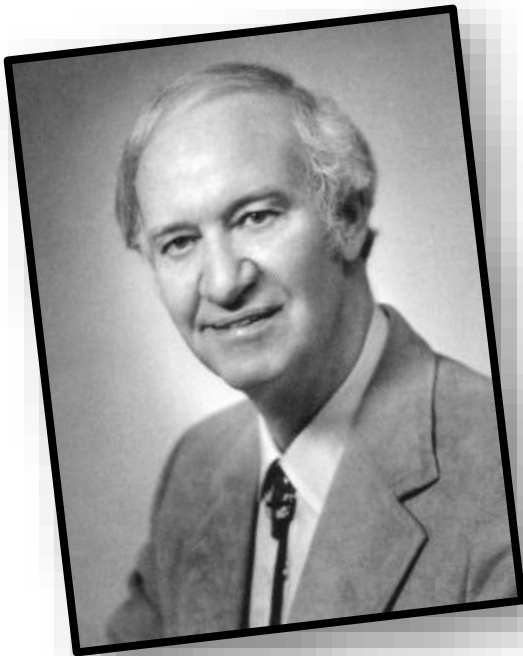- Adult education pursued vigorously in Britain and Germany

1950-1970 **Andragogy Returns**
- New adult learning theories formed by educational psychologists
- Malcolm Knowles publishes *Informal Adult Education* (1950) and *A Modern Practice of Adult Education: Andragogy versus Pedagogy* (1970)

1980-Present **Andragogy in Practice**
- New conceptions shape broader practice of "adult learning" in academia and beyond

Malcolm Knowles

- Father of modern adult learning theory
- Believed adults learn differently from children due to their life experiences, matured consciousness, and independence
- Clearly defined difference between pedagogy and andragogy
  - Pedagogy = helping children learn
  - Andragogy = helping adults learn

Malcolm Knowles'
6 Assumptions of
Adult Learners

Adults need to be treated as **responsible and self-directed**

Adults accumulate a **reservoir of experiences** that can help color learning

Adults are **ready to learn** things that help them in everyday life

Adults respond best to the **immediate application** of knowledge

Most potent **motivators are internal** rather than external

Adults need to know **why they are learning** something

Andragogy and Course Design

- Today's online learners demonstrate learning characteristics similar to those of adult learners
  - Self-directed
  - Purpose-oriented
  - Internally motivated
  - Need relevancy

Instructors and course designers must be able to apply adult learning theories to create comprehensive learning environments in online education
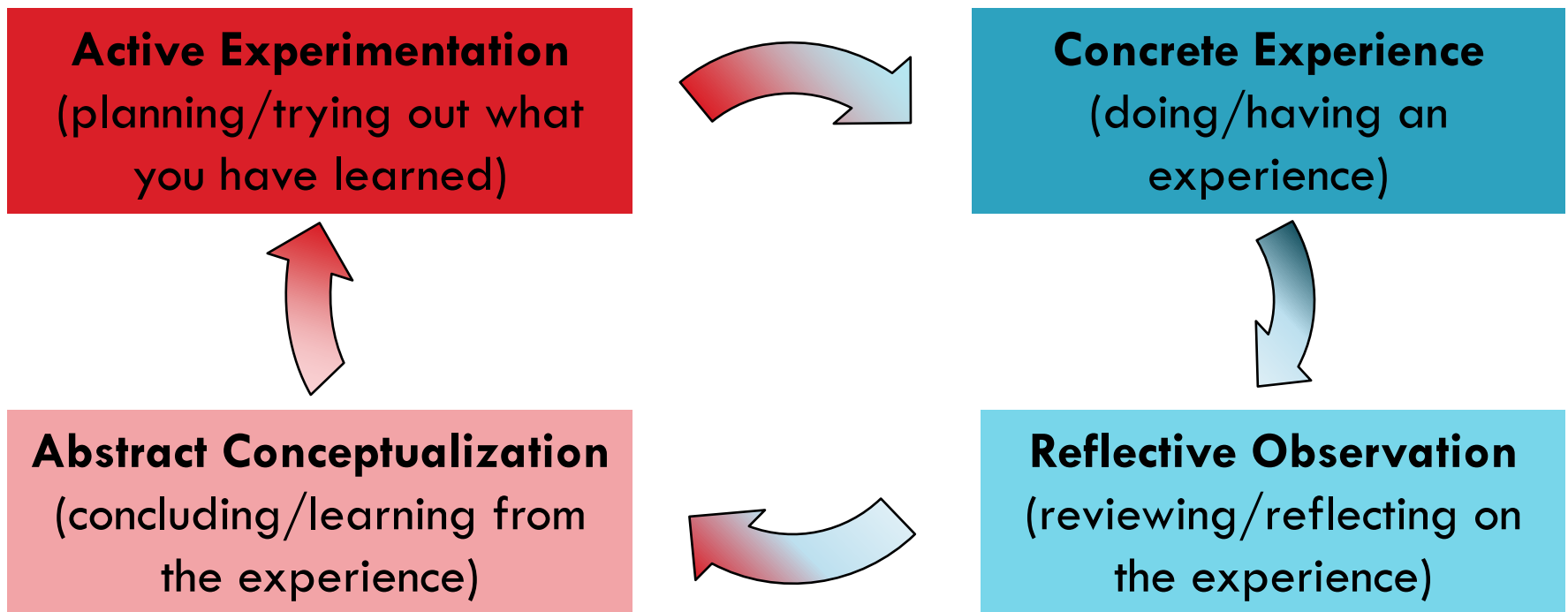
Andragogy and Course Design

Assumption	1) Adult Learners are Self-Directed	2) Adult Learners are Purpose-Oriented
Meaning	• Students are engaged by prospect of discovery and choice • Guidance is preferred over direction	• Students have goals in mind when entering a course • They need to see clear path from beginning to end of course
Examples	• Web links and videos • Discussion forums • Case studies • Open-ended questions	• Clear goals and objectives on syllabus • Coursework and assessments that align with objectives

Andragogy and Course Design

Assumption	3) Adult Learners are Internally Motivated	4) Adult Learners Need Relevancy
Meaning	• Students are more heavily driven by self-esteem, social status, and self-satisfaction • Less motivated by parents and peers	• Students are motivated to enrich life circumstances • Students want to *use* new knowledge, not just gain it
Examples	• Well-defined markers for success in course • High expectations	• Coursework that is rich in context • Assessments that let students draw on personal experience • Real-life case studies

Experiential Learning

- Developed by David Kolb and Roger Fry (1975)
- Learning opportunities that allow students to acquire and apply knowledge and skills in an immediate, relevant setting

Active Experimentation (planning/trying out what you have learned)

Concrete Experience (doing/having an experience)

Abstract Conceptualization (concluding/learning from the experience)

Reflective Observation (reviewing/reflecting on the experience)

Questions to Consider

1. Which assignments can I change to allow for greater student leadership?

2. What is the proper balance between instructor guidance and student leadership?

3. How can I clearly communicate to students that I expect them to be leaders?

4. How can I relate my assignments and assessments more to my students' life experiences?

5. How can I create experiential learning opportunities in my online courses?