Pedagogy
The Simple Definition

- 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”

**Pedagogy**

noun

the art, science, or profession of teaching
The Deeper Definition

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

- Engaging, hands-on, and thought-provoking exercises
- Activities and methods employed by the instructor
- Sharing, exchanging, and challenging ideas and responsibilities
- Finding, detecting, and uncovering the unknown
- Learning facts, truths, and realities

- Making, synthesizing, and imagining ideas and things
- Uncovering contexts, relationships, and concepts
- Consciously becoming a more elevated human being
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 why!)
- 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Content &amp; Delivery</th>
<th>Direction</th>
</tr>
</thead>
</table>
| **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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Assessment</th>
<th>Attitude</th>
</tr>
</thead>
</table>
| 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 *augment* (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?
PHEW!
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

<table>
<thead>
<tr>
<th>TERM</th>
<th>GREEK ROOTS</th>
<th>MEANING</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>Ped + agogos</td>
<td>“child” + “leader of”</td>
<td>K-12</td>
</tr>
<tr>
<td>Andragogy</td>
<td>Andra + agogos</td>
<td>“man” + “leader of”</td>
<td>18+ years</td>
</tr>
</tbody>
</table>
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

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

1. Adults need to be treated as responsible and self-directed.
2. Adults accumulate a reservoir of experiences that can help color learning.
3. Adults are ready to learn things that help them in everyday life.
4. Adults respond best to the immediate application of knowledge.
5. Most potent motivators are internal rather than external.
6. 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**

- Students are engaged by prospect of discovery and choice
- Guidance is preferred over direction

2) **Adult Learners are Purpose-Oriented**

- 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

<table>
<thead>
<tr>
<th>Assumption</th>
<th>3) Adult Learners are Internally Motivated</th>
<th>4) Adult Learners Need Relevancy</th>
</tr>
</thead>
</table>
| 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?