

## TEACHING APPROACH – PEDAGOGY & ANDRAGOGY

### 1. Pedagogy

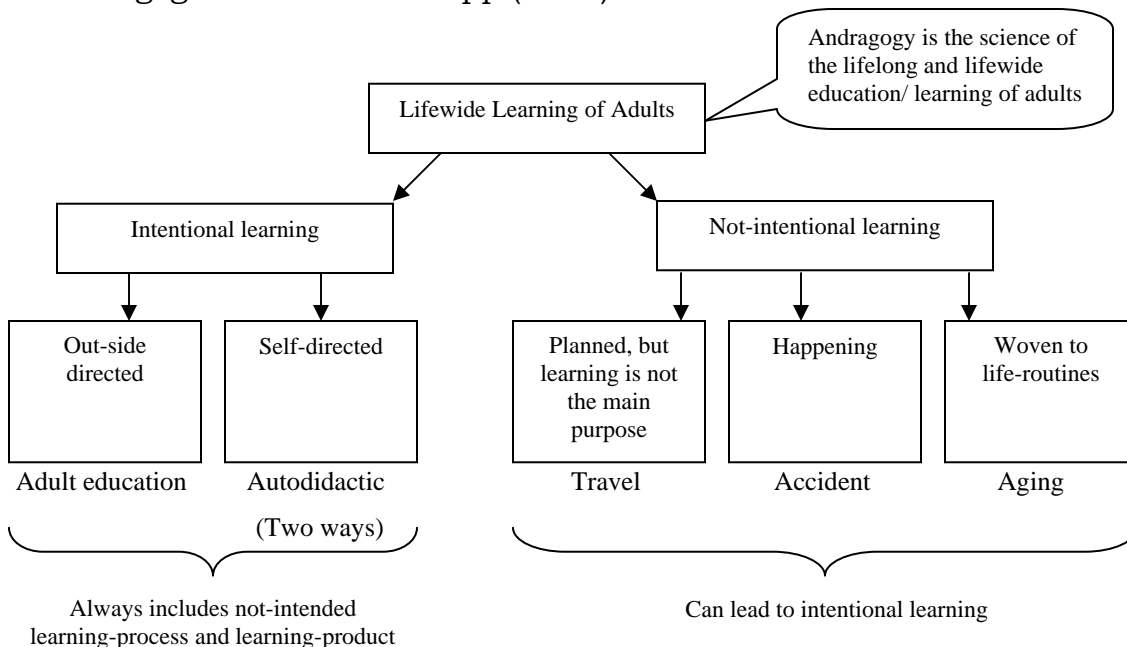
- The term pedagogy was derived from Greek words ‘Paid’ meaning child and ‘agogus’ meaning leading. Thus it is defined as the art and science of teaching children.
- The word education come from Latin word ‘Educare’ which means “to draw out”. Unfortunately, teaching system have gotten somewhat off track and heave been concentrating on pushing information into the student. – Frank j. Clement (1992) –
- First do what I want you to do. Then, you may do what you want to do.  
– A mom –

### 2. Andragogy

- The term Andragogy was coined by researcher of adult learning in order to contrast their beliefs about learning to the pedagogical model. It was derived from the Greek words ‘aner’ meaning ‘man not boy’.

– Malcolm Knowles –

Andragogik – Alexander Kapp (1833) –



Prof. Jost Rochman, University of Bamberg, Germany

➤ Adragogy (M. Knowles)

❖ Theory

- Adults are self-directed and expect to take responsibility for decision

❖ Principles

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-based rather than content-oriented.

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

4. Proven principles to enhance teaching and learning:

➤ Seize the moment

- ❖ Teaching is most effective when it occurs in quick response to a need the learner feels.
- Involve the student in planning
  - ❖ Learning to occur, you will need to get the student involve in identifying his learning needs & outcomes.
- Begin with that the student knows
  - ❖ Learning moves faster when it builds on what the student already knows
- Move from simple to complex
- Accommodate the student's preferred learning style
  - ❖ Visual learners, auditory learners, tactile or psychomotor learners.
- Sort of goals by learning domain
  - ❖ Most learning all 3 domains (cognitive, affective and psychomotor)
- Make material meaningful
  - ❖ Relate material to the student's lifestyle
- Allow immediate application of knowledge
  - ❖ Immediate application translates learning to the 'real world'.
- Plan for periodic rests
  - ❖ Periodic plateaus occur normally in learning. Be sure to recognize these signs of mental fatigue and let the student relax.
- Tell the students how they are progressing
  - ❖ Learning is made easier when the students are aware of their progress.
- Reward desired learning with praise
  - ❖ It improve the chances that the students will retain the material or repeat the behaviour.