

# **ANDRAGOGY**

**Malcolm S. Knowles**

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

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<b>PROCESS ELEMENTS</b>		
<b>Elements</b>	<b>Pedagogical</b>	<b>Andragogical</b>
Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm 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 Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experimental techniques
Evaluation	By Teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

## **CHARACTERISTICS OF ADULT LEARNERS**

ADULTS	CHILDREN
broader base of experience	more limited experience
learning is often voluntary or self-motivated	learning is more often compulsory
learning can be self-directed	learning is usually teacher-directed
little time available for attending classes and studying	school activities consume most time
learning often motivated by life responsibilities and changes	learning typically limited to academics
need for immediate application	much learning has deferred application
view teacher as having a reciprocal relationships with students	view teacher as having superior knowledge and authority
may have a negative self-concept	more likely to expect success
may have established ideas, attitudes and behaviors which are difficult to change	less likely to have set ideas, attitudes or behaviors; more adaptable
often intimidated by and resistant to tests	more accustomed to taking tests
extensive speaking vocabulary influences learning	limited vocabulary which is increased through education
physiological factors (visual, audio, health) may influence learning	physiological factors are less likely to influence learning