

# **Andragogy**

## **Application for Higher Education**

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# Traditional Higher Education: An Overview

- We allow students to be passive in their education.
  - knowledge is presented to them by the instructor.
- To be active, students must participate in the *process* of education
  - become more independent and responsible for their own learning.
  - develop the skills of inquiry.
- The use of learning contracts allows the student to structure their own learning
  - To be an *active* participant in the *process* of education.





# Where did andragogy come from?

- Originally formulated by a German teacher: Alexander Kapp in 1833
- Used to describe elements of Plato's educational theory.
- **Andra** – meaning 'man'
- **Peda** (paid) – meaning 'child'
- **Agogos** – meaning 'leading'



# The Nature of Andragogy

- In the mid-1960s *Malcolm Knowles* first used the term "*andragogy*" to describe adult learning.
- Pedagogy is generally used to describe the "*the science of teaching children*"
- Andragogy relates to the, "*The art and science of helping adults learn*". (Knowles 1970).
- Knowles was the first to clearly theorize how adults learn and describe adult learning as a process of self directed inquiry.





# Five Premises of Andragogy

- **Self-concept:**

- Mature adults have a self-concept that is less dependent and more self-directed.

- **Experience:**

- Mature adults have a reservoir of experience.

- **Readiness to learn:**

- The learning of mature adults is oriented increasingly to tasks pertaining to social roles.



# Five Premises of Andragogy

(continued)

- **Orientation to learning:**
  - Mature adults need to apply the learning now instead of later. Problem solving viewpoint.
- **Motivation to learn:**
  - Mature adults are motivated from within.





# ***A comparison of the assumptions of pedagogy and andragogy following Knowles***

***Jarvis, P. (1987a) 'Malcolm Knowles' in P. Jarvis (ed.) Twentieth Century Thinkers in Adult Education, London: Croom Helm.***

	<b>Pedagogy</b>	<b>Andragogy</b>
<b>The learner</b>	Dependent. Teacher directs what, when, how a subject is learned and tests that it has been learned	Moves towards independence. Self-directing. Teacher encourages and nurtures this movement
<b>The learner's experience</b>	Of little worth. Hence teaching methods are didactic	A rich resource for learning. Hence teaching methods include discussion, problem-solving etc.
<b>Readiness to learn</b>	People learn what society expects them to. So that the curriculum is standardized.	People learn what they need to know, so that learning programs are organized around life application.
<b>Orientation to learning</b>	Acquisition of subject matter. Curriculum organized by subjects.	Learning experiences should be based around experiences, since people are performance centered in their learning

# What is Self-Directed Learning?

A process in which individuals take the initiative in

- 1) designing learning experiences,
- 2) diagnosing needs,
- 3) locating resources and
- 4) evaluating learning. -Knowles (1975)

The degree to which the learner can independently plan, conduct, and evaluate their learning activities. (Penland 1979)





# Field Dependent Learners

- Require more assistance or direction and a more structured environment
- Prefer more formal settings where the norms are defined
- More comfortable in more highly regulated setting or those where the norms are well defined and unchanging.



# Field Independent Learners

- Tend to be more
  - analytical,
  - socially independent,
  - inner-directed,
  - individualistic, and
  - have a strong sense of identity.
- Found in open, democratic societies that emphasize self control and autonomy.





# Philosophical Bias?

- Adult education philosophy presents the view that the development of self-directedness **IS** the reason for adult education programs.
- This favors the field independent cognitive style
- Therefore, we have bias toward field independence. (Even – 1982)



# Words to Describe the Learner's Perspective

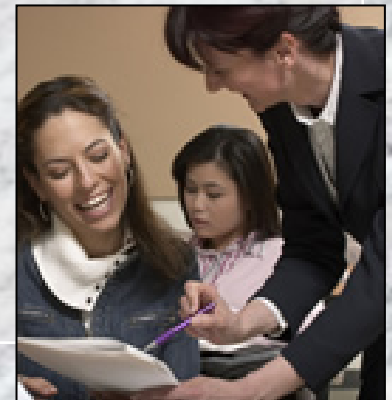
- Autonomy, learner control
- Empowerment, choice, efficiency
- Needs-based, relevant, useful
- Enjoyment, enthusiasm
- Mentor, non-judgmental
- Lifelong, critically reflective





# Words to Described the Teacher's Role

- Listen, reflect back, facilitate
- Empower, support, be flexible
- Advise, guide, provide resource
- Validate, challenge,
- Accredited, appraise, monitor quality
- Provide time, kick-start group
- The teacher as co-learner



# The Myths of Self Directed Learning

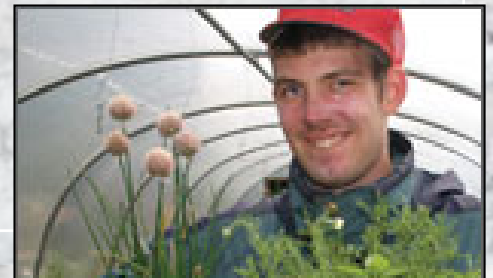
- Adults are self directed learners
- Self directed learning is an all or nothing concept
- Self directed learning means learning in isolation





# Learning Contracts are:

- Congruent with the assumptions about learners on which the andragogical model is based (Knowles, 1986).
- One premise of andragogy is that as a person matures his or her self-concept moves from one of being a dependent personality toward one of being a self-directing human being (Cross, 1988).





# Learning Contracts

(according to Knowles, 1986)

- A learning contract typically specifies:
  1. the knowledge, skills, attitudes, and values to be acquired by the learner (learning objectives);
  2. how these objectives are to be accomplished (learning resources and strategies);
  3. the target date for their accomplishment;
  4. what evidence will be presented to demonstrate that the objectives have been accomplished; and
  5. how this evidence will be judged or validated.

In academic settings the contract also specifies how much credit is to be awarded and what grade is to be given.



# Applications for Learning Contracts

*Obviously, graduate students –*

Both formal / technical courses, independent study, and directed readings

*Senior Students –*

Senior seminars, capstone courses, independent study, and internships

*Honors Program*

Contracts to specify the learning outcomes

*But it won't work:*

Large courses ( $N > 100$ ) filled with field dependent learners



# Learning Contracts

- *"Contract learning is, in essence, an alternative way of structuring a learning experience: It replaces a content plan with a process plan."*
- Knowles, M. S. (1986). Using Learning Contracts. San Francisco, CA: Jossey-Bass Inc., Publishers.





# In Summary

- Learning contracts encourage students to become active participants in their learning.
  - education has to be an *active* rather than *passive* process.
  - students must participate in the *process* of education and become more independent,
  - more responsible for their own learning.
- Learning contracts provide a way to
  - increase student motivation for learning,
  - facilitate the development of mutual respect between the educator and participants,
  - provide for more individualized mode of instruction, and
  - foster the skills of self-directedness



# Thank You for Listening and Learning

- *Questions or comments.*

