



Facilitate Learning Using a Variety of Given Methodologies

Handout 2

Pedagogical vs Andragogical Learning

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| | Pedagogical | Andragogical |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Learner | <ul style="list-style-type: none"> ✓ The learner is dependent upon the instructor for all learning ✓ The teacher/instructor assumes full responsibility for what is taught and how it is learned ✓ The teacher/instructor evaluates learning | <ul style="list-style-type: none"> ✓ The learner is self-directed ✓ The learner is responsible for his/her own learning ✓ Self-evaluation is characteristic of this approach |
| Role of the Learner's Experience | <ul style="list-style-type: none"> ✓ The learner comes to the activity with little experience that could be tapped as a resource for learning. ✓ The experience of the instructor is most influential | <ul style="list-style-type: none"> ✓ The learner brings a greater volume and quality of experience ✓ Adults are a rich resource for one another ✓ Different experiences assure diversity in groups of adults ✓ Experience becomes the source of self-identify |
| Readiness to Learn | <ul style="list-style-type: none"> ✓ Students are told what they must learn in order to advance to the next level of mastery | <ul style="list-style-type: none"> ✓ Any change is likely to trigger a readiness to learn ✓ The need to know in order to perform more effectively in some aspect of one's life is important ✓ Ability to assess gaps between where one is now and where one wants and needs to be |
| Orientation to Learning | <ul style="list-style-type: none"> ✓ Learning is a process of acquiring prescribed subject matter ✓ Content units are sequenced according to the logic of the subject matter | <ul style="list-style-type: none"> ✓ Learners want to perform a task, solve a problem, live in a more satisfying way ✓ Learning must have relevance to real-life tasks ✓ Learning is organized around life/work situations rather than subject matter units |
| Motivation for Learning | <ul style="list-style-type: none"> ✓ Primarily motivated by external pressures, competition for grades, and the consequences of failure | <ul style="list-style-type: none"> ✓ Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization |