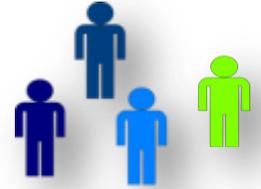




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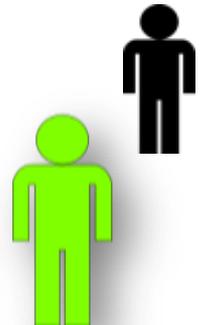
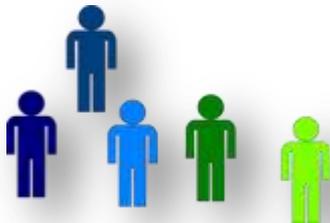
# Pedagogy or Andragogy?

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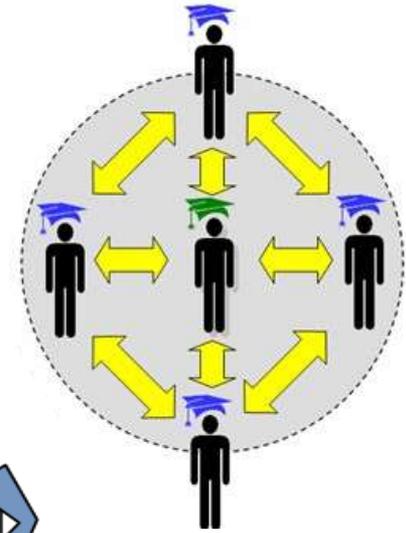
Ph.D , Architectural Education, The University of Kansas



# 👉 Pedagogy or Andragogy?

**Andragogy:** is the process of helping adult learn

- focuses on learning
- Learner-centered



Pedagogy

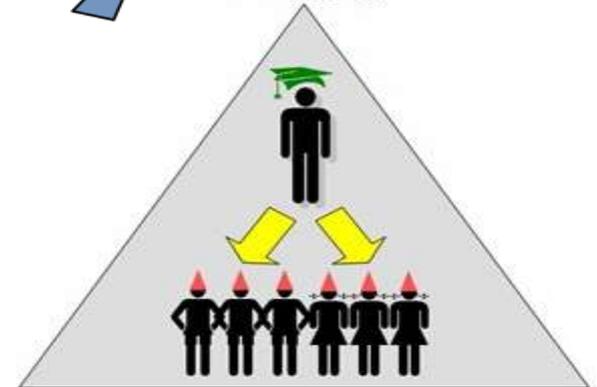
Learning Continuum

Andragogy



**Pedagogy :** is the process of teaching

- focuses on teaching
- teacher-centered



# Pedagogy

- ❑ Pedagogy is a term derived from the Greek words paid (meaning "child") and agogus (meaning "leading").
- ❑ So "pedagogy" means, literally, the art and science of teaching children (Knowles, 1973)
- ❑ Evolved in the monastic schools of Europe in 7th- 12th centuries.
- ❑ concerned teaching young children relatively simple **skills mostly reading and writing.**
- ❑ Model was adopted and reinforced with the spread of elementary schools throughout Europe and North America.
- ❑ In fact not much knowledge about learning until studies on adult learning began to appear after World War II.

# Andragogy

- ❑ The term andragogy was coined in 1833 by the German teacher Alexander Kapp.
- ❑ Andragogy is based on the Greek word aner with the stem andra meaning "man, not boy" or adult, and agogus meaning "leader of."
- ❑ Andragogy was first introduced to the United States in 1927 by Martha Anderson and Eduard Linderman, but they did not attempt to develop the concept .
- ❑ The goal of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being.
- ❑ The mission of adult educators is to assist adults to develop their full potential, and andragogy is the teaching methodology used to achieve this end.

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# The learner

Pedagogy	Andragogy
<ul style="list-style-type: none"><li data-bbox="112 497 842 598"><input type="checkbox"/> The learner is dependent upon the teacher for all learning</li><li data-bbox="112 669 857 824"><input type="checkbox"/> The teacher assumes full responsibility for what is taught and it is learned</li><li data-bbox="112 898 759 942"><input type="checkbox"/> The teacher evaluates learning</li></ul>	<ul style="list-style-type: none"><li data-bbox="1000 497 1566 540"><input type="checkbox"/> The learner is self-directed</li><li data-bbox="1000 611 1862 712"><input type="checkbox"/> The learner is responsible for his/her own learning</li><li data-bbox="1000 784 1785 885"><input type="checkbox"/> Self-evaluation is characteristic of this approach</li></ul>

# Role of the Learner's Experience

Pedagogy	Andragogy
<ul style="list-style-type: none"><li data-bbox="112 498 803 658">❑ The learner comes to the activity with little experience that could be tapped</li><li data-bbox="112 727 865 824">❑ The experience of the teacher is the most influential</li></ul>	<ul style="list-style-type: none"><li data-bbox="981 498 1812 601">❑ The learner brings a greater volume and quality of experience</li><li data-bbox="981 613 1831 709">❑ Adult learners are a rich resource for one another</li><li data-bbox="981 727 1839 831">❑ Difference experiences assure diversity in a group of adult learners</li><li data-bbox="981 842 1792 945">❑ Experience becomes the source of self-identity</li></ul>

# Readiness to Learn and Self-concept

Pedagogy	Andragogy
<ul style="list-style-type: none"><li><input type="checkbox"/> Students are told what they have to learn in order to advance to the next level of mastery</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Any changes is likely to trigger a readiness to learn</li><li><input type="checkbox"/> The need to know in order to perform more effectively in some aspect of one's life</li><li><input type="checkbox"/> Ability to assess gaps between where one is now and where one wants and needs to be</li></ul>

# Orientation to Learning

Pedagogy	Andragogy
<ul style="list-style-type: none"><li><input type="checkbox"/> Learning is a process of acquiring prescribed subject matter; content units and sequences according to the logic of the subject matter</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Learners want to perform a task, solve a problem, live in a more satisfy way</li><li><input type="checkbox"/> Learning must have relevance to real-life tasks</li><li><input type="checkbox"/> Learning is organized around life/work situations rather than subject matter units</li></ul>

# Motivation for Learning

Pedagogy	Andragogy
<ul style="list-style-type: none"><li><input type="checkbox"/> Primarily motivated by external pressures, competition for grades, and the consequences of failures</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Internal motivators: self esteem, recognition, better quality of life, self-confidence, and self-actualization</li></ul>

# Principles of Adult Learning

Jane Vella (2002) sets out 12 principles for adult learning:

1. **Needs assessment** - participation of the learners in naming what is to be learned.
2. **Safety in the environment and the process**. create a context for learning. That context can be made safe.
3. Sound relationships between teacher and learner and among learners.
4. Sequence of content and reinforcement.
5. **Praxis** - action with reflection or learning by doing.
6. Respect for learners as decision makers.

7. **Ideas, feelings, and actions** - cognitive, affective, and psychomotor aspects of learning.

8. Immediacy of the learning.

9. Clear roles and role development.

10. Teamwork and use of small groups.

11. Engagement of the learners in what they are learning.

12. **Accountability** - how do they know ?

## References:

Vella, J. (2002). Twelve principles for effective adult learning. *Learning to listen, learning to teach: The power of dialogue in educating adults*, 3-27.

Knowles, M. (1996). Adult learning. *The ASTD Training and Development Handbook*.

Knowles, M. (1973). The adult learner: a neglected species.