

Andragogy & Lecture Design

Southwestern College
Part-Time Faculty Orientation
August 2006

Warm up Activity:

- Take a moment to answer the quiz you have been given regarding teaching philosophies.
- You will answer true (T) or false (F).
- You will be given **three minutes** for this activity.
- Review with the class.

Activity Instructions:

- Form groups of 4 people around you.
- Assign a role to each individual:
 - Reader:** will read information pages for the group
 - Facilitator:** makes sure all participate & are on-task
 - Recorder:** will take brief notes for the group
 - Time Keeper:** will keep team on time.

Assignment:

Based on the readings you have before you, answer the questions again and justify them with information from the readings.

What is Andragogy?

- *“Adult learning theory, or andragogy , is based on the assumptions that adults have the **need to know why** they are learning something and that they **have a need to be self-directed**.*
- *Adults bring more **work-related experiences** into the learning situation, **they enter into a learning experience with a problem-centered approach** ,and **they are motivated to learn**.*
- *Adults **seek information** which they can incorporate into their life experiences.”*

--Louise Walkup
On Course Ambassador

Three Rivers Community College, Connecticut

Best Known Andragogy Theorists

- Paulo Freire
- Carl Rogers
- Malcolm Knowles
- David Kolb

Paulo Freire

- 5 key beliefs held by Freire:
- **Dialogue**: a cooperative activity
- **Praxis**: action that is informed
- **Conscientization**: developing the power to transform reality.
- **Lived experience**: adds to education
- **True learning provides social change.**

Carl Rogers:

- Significant learning takes place **when the subject matter is relevant** to the interests of the student.
- Learning which is threatening is more readily assimilated **when external threats are at a minimum.**
- **Self-initiated learning is the most lasting and pervasive.**

David Kolb:

- His hypothesis is set on 4 elements:
- Concrete experience,
- Observation and reflection,
- Formation of abstract concepts
- Testing concepts in new situations

What does the adult ESL student bring him/her to class?

- A general knowledge base from their schooling, mostly Latin-based.
- Many times, a degree
- Self-directed learners
- Problem-centered, not subject centered.
- Cultural emphasis on learning & respect for teaching.
- Motivation to learn.
- A willingness to risk.
- Higher level critical thinking skills
- Global knowledge
- Learning/Study skills

Transformational Learning

- *“The act of reflection is at its core, which helps the ...[adult/L2] ...learner, but it is not always a smooth journey.”*

--Emily Miller Payne

Teaching Methodologies:

- **Use visuals** (gestures, expressions, pictures and realia) to make concepts concrete.
- **Model tasks** before requiring them.
- **Test the way you teach.** (On Course / 4MAT)
- **Use learning tasks** in class. Split information requires students to share information and problem-solve.

Methodologies:

- Address all learning styles whenever possible:

visual/verbal

active/reflective

sensing/intuitive

sequential/global

kinesthetic

Methodologies for Success:

- **Use scaffolding techniques** or support tasks. Build sequencing, structure, support and reflection into learning activities.
- **Don't overload learners.** Strike a balance between new and mastered activities.
- **Celebrate success!** Create opportunities for short-term and long-term success.
- **Recognize their progress and teach them to see their progress.**

A parting thought:

- “Tell me and I will forget.
- Show me and I may remember.
- **Involve me and I will understand.”**

■ --Confucius, 450 B.C.