

How Adults learn?
SELF DIRECTED LEARNING,
PEDAGOGY Vs ANDRAGOGY

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Task

- **Why** are you attending MET workshop?
Certificate, Compulsion, Promotion, Recognition
- **When** are you attentive?
if it is interesting
- **How** are you keeping yourself attentive?
self motivation
- **Where** are you doing this learning?
comfort, non threatening, ambience
- **What** are you learning?
building on your own experiences

How do Adults learn?

- Adults learn only what they like.
- Adults learn by their own ways.
- Adults use their own personal experiences for learning
- Adults learn better through participatory training

Learning objectives

- What's **PEDAGOGY , ANDRAGOGY & SELF DIRECTED LEARNING ?**
- What are their **characteristics?**

- **PEDAGOGY**

Greek words **paid** (meaning "child") and **agogus** (meaning "leading").

- the art and science of making **children** learn.

- **ANDRAGOGY**

Greek words **andr** (meaning "man") and **agogus** (meaning "leading").

- the art and science of making **adults** learn.

- **HEUTOGOGY / SELF DIRECTED LEARNING**

The Learner

Pedagogical

- Learner is **dependent upon the instructor** for all learning
- **Teacher/instructor** assumes full responsibility for what is taught and how it is learned.
- **Teacher/instructor** evaluates learning

Andragogical

- Learner is **self-directed**
- **Learner** is responsible for his/her own learning
- **Self-evaluation** is characteristic of this approach

Role of the Learner's Experience

Pedagogical

- Learner comes to the activity **with little experience** that could be tapped as a resource for learning
- **Experience of the instructor** is most influential

Andragogical

- 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

Pedagogical

- Students are **told what they have to learn** in order to advance to the next level of mastery

Andragogical

- Learn what they perceive to be **valuable**
- 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
- Ability to assess gaps between where one is now and where one wants and needs to be

Orientation to Learning

Pedagogical

- Learning is a process of acquiring prescribed subject matter
- **Content units** are sequenced according to the logic of the subject matter

Andragogical

- 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

Pedagogical

- Primarily motivated by **external pressures**, competition for grades, and the consequences of failure

Andragogical

- **Internal motivators:** self esteem, recognition, better quality of life, self-confidence, self-actualization

PEDAGOGY Vs ANDRAGOGY

- Some adults highly dependent on teacher
V/S Some children who are independent
- Some adults externally motivated V/S
Some children who are internally motivated
- Some life experiences.... Barriers in learning

- **Pedagogy** – Children?; **Andragogy** – Adults?
- **Teacher** centered learning Vs **Learner** centered learning
- **Pedagogy** Vs **Andragogy**..... Continuum
- Learning situation Vs Learner

HEUTOGOGY / SELF DIRECTED LEARNING

- Human being has the capacity to **learn independently** It has to be nurtured
- Goal of educational process
..... **self directed Life long learners**
- ✓ Initiative, **Independence**, persistence, **joyful**, responsible, **Creativity**, self discipline, **curiosity**, time management, **self confidence**, interested, **good planning**, view problems as challenges, **ability to evaluate one's own progress**, resourceful

Self directed learning

The Staged Self Directed Learning model – G Grow

Stage	Learner	Teacher	Examples
Stage 1	Dependent	Authority, Coach	Informational lecture Immediate feed back Overcoming deficiencies & resistance
Stage 2	Interested	Motivator, Guide	Inspirational lecture Guided discussion Goal setting & learning strategies
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal Seminar, Group projects
Stage 4	Self directed	Consultant, Delegator	Internship, Dissertation, individual work or self directed study group

Match & Mismatch of Learner stages & Teaching styles

Learner				
Self directed S4	<i>Severe mismatch</i>	<i>Mismatch</i>	<i>Near match</i>	<u><i>Match</i></u>
Involved S3	<i>Mismatch</i>	<i>Near match</i>	<u><i>Match</i></u>	<i>Near match</i>
Interested S2	<i>Near match</i>	<u><i>Match</i></u>	<i>Near match</i>	<i>Mismatch</i>
Dependent S1	<u><i>Match</i></u>	<i>Near match</i>	<i>Mismatch</i>	<i>Severe mismatch</i>
Teacher	Authority, Coach T1	Motivator, Guide T2	Facilitator T3	Consultant, Delegator T4

Applying the staged self directed model

Learner				
Self directed S4			<i>Independent projects Student directed discussions Instructor – expert, consultant Discovery learning</i>	
Involved S3		<i>Application of material; Facilitated discussion Teams working closely with instructor on real problems; Critical thinking; Learning strategies</i>		
Interested S2	<i>Intermediate material Lecture discussion, Applying the basics in a stimulating way Instructor as motivator</i>			
Dependent S1	<i>Introductory material, Lecture Drill Immediate correction</i>			
Teacher	Authority, Coach T1	Motivator, Guide T2	Facilitator T3	Consultant, Delegator T4

HEUTOGOGY / SELF DIRECTED LEARNING

- **Introductory courses** – S1 student -T1, T2 styles
- **Intermediate courses**- S2 student -T1, T2,T3 styles
- **Advanced courses** –S3 student -T2, T3,T4 styles
- **Independent learning, Thesis**
 - S4 student –T3, T4 styles
- Learner becomes increasingly self directed
-----as they mature.

Group Task

- 250 students batch
- 12 std - less marks scored?.....**NEET exam !**
- Many are not interested in the Course itself
- Are aiming only just pass marks
- Not attentive in learning
 - class, practicals, clinicals
- Not attending classes regularly – Disconnect!?
- Too many distractions – **Malls, Ethnic day, Birth day, World cup cricket.....**

**How to make these
Adult Medical students
learn?**

- How many are **dependent** learners?
- How many are **interested / involved** learners?
- How many of us are **directional / authoritative / disciplinarians** to coach dependent learners?
- What Methods?????

Rigorous assignments/ deadlines/ No choices
Specific teaching tasks / immediate feedbacks

- How many of us are **motivators** to make those **interested** to learn? What Methods?
- Tutorials / Class tests / Flipped classroom
- How many of us are **facilitators** to make those **involved** students to learn?
- What Methods??
- Seminars / Debates Shared decision making, interim goals, interim evaluations

- How many of us are able to cultivate the students ability to learn on their own (SDL)? What Methods??
- Projects / Surveys / Research / Delegating, Inspiring, mentoring

CONCLUSION

- Pedagogy – Andragogy – Heutogogy
- Motivate / Reinforce / Retention / Transference
- **Flexible** in approach
- **VARIETY** of skills to be used
- Meet the needs of **LEARNER**
- **MOTIVATE**
..... Self directed learning for ever

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Thank you

Characteristics of Adult Learners

- **Come with experience**
treat like adults while learning
- **Self conscious**
comfort – learning – panic zones
- **Goal oriented**
certificates, promotions, self improvement
- **Different reaction times**
different methods – explain, illustrate, relate
- **Collaborative**
group discussions

What does **NOT** work?

- If I tell them, they will learn
- I am an expert, they are the students
- High pressure, High results
- It worked when I was in school

Remember while teaching Adults

- Respect their **experience**
- Make a connection between the learning & **their goals**
- Allow more time for **reflection**
- Use a **variety of exercises**

Ideal facilitator

- **Integrity** is everything
..... Truth, credible, honest, frank
- **Engage & Change** Inspire, Interactive
- Be their **guide**
- Make it **real & relevant**
- **Reinforce** to retain
- Make it **active**..... Discussion
- Teach to their **soul**
- DEVELOP YOUR **OWN STYLE**

I cannot **teach** anybody anything

I can only make them **think**

- **Socrates**

You cannot **teach** a man anything

You can only help him **discover it in himself**

- **Galileo**

Theories of Adult Learning

- Andragogy
- Behaviorism
- Constructivism
- Transformative learning
- Holistic learning

Andragogy - Malcolm Knowles

- Need to know
- Experience
- Responsible
- **Relevance**
- Problem centered
- Motivation - Internal

Behaviorism

- All **thoughts, actions & feelings** are viewed as Behaviors
- Learning is **observable change**
- Adults learn through **positive reinforcement** of appropriate behaviors

Constructivism

- **Past** **New**
- Learning must build on our **existing** foundation of knowledge & experiences
- How this new knowledge is similar to something they have **learned in the past?**
- How might they **apply this skill** in a situation they have experienced previously?

Transformative learning

- Reference Reflections Judgments
- Learning that describes how adults make **meaning of their experiences?**
- Critical reflection
- Reflective discourse
- Action -- **Instrumental / Communicative**

Holistic learning

- Educating the whole person
- **Balance** Technical V Spiritual
- **Inclusion** **Different** ways of learning
- **Connection** Integrated learning

Adult Learning Principles.....

- Active participation
- Safe, non threatening environment
- Build on existing knowledge
- Relevant content
- Problem centered approach
- Support for self directed learning
- Timely and constructive feedback