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

<table>
<thead>
<tr>
<th>Pedagogical</th>
<th>Andragogical</th>
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</thead>
<tbody>
<tr>
<td>• Learner comes to the activity with little experience that could be tapped as a resource for learning</td>
<td>• Learner brings a greater volume and quality of experience</td>
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<td>• Experience of the instructor is most influential</td>
<td>• Adults are a rich resource for one another</td>
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<td>• Different experiences assure diversity in groups of adults</td>
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<td>• Experience becomes the source of self-identify</td>
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Readiness to Learn

<table>
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<tr>
<td>Students are told what they have to learn in order to advance to the next level of mastery</td>
<td>Learn what they perceive to be valuable</td>
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<td>Any change is likely to trigger a readiness to learn</td>
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<td>The need to know in order to perform more effectively in some aspect of one’s life</td>
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<td>Ability to assess gaps between where one is now and where one wants and needs to be</td>
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# Orientation to Learning

<table>
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<tbody>
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<td>• Learning is a process of acquiring prescribed subject matter</td>
<td>• Learners want to perform a task, <strong>solve a problem</strong>, live in a more satisfying way</td>
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<td>• <strong>Content units</strong> are sequenced according to the logic of the subject matter</td>
<td>• Learning must have relevance to <strong>real-life tasks</strong></td>
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<td>• Learning is organized around <strong>life/work situations</strong> rather than subject matter units</td>
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### Motivation for Learning

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<td>- Primarily motivated by <strong>external pressures</strong>, competition for grades, and the consequences of failure</td>
<td>- <strong>Internal motivators:</strong> self esteem, recognition, better quality of life, self-confidence, self-actualization</td>
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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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Learner</th>
<th>Teacher</th>
<th>Examples</th>
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</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Learner</th>
<th>Self directed S4</th>
<th>Involved S3</th>
<th>Interested S2</th>
<th>Dependent S1</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Authority, Coach T1</td>
<td>Motivator, Guide T2</td>
<td>Facilitator T3</td>
<td>Consultant, Delegator T4</td>
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- **Match**
- **Near match**
- **Mismatch**
- **Severe mismatch**

- Severe mismatch
- Mismatch
- Near match
- Match
Applying the staged self directed model

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<tr>
<th>Learner</th>
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<th>S2</th>
<th>S3</th>
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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
References

• Teaching learners to be self directed, Gerald O Grow, Adult Education quarterly, Vol 41, No 3, Spring, 1991, 125-149

References

• Self directed learning by Hajra Ali at http://www.authorstream.com/Presentation/HajraAli-1362639-self-directed-learning/ accessed on 1/2/14

• Adult learning: Techniques for facilitators by Jennifer Kavanagh at http://www.youtube.com/watch?v=8leJYqI_dNw accessed on 1/2/14
References

- **Principles Of Adult Learning**, Stephen Lieb, Vision, Fall 1991

- **30 things we know for sure about adult learning**, Ron and Susan Zemke, Innovation Abstracts 1984 Vol VI, No 8, March 9,
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