# Andragogy and Pedagogy

* Andragogy and Pedagogy are terms that describe underlying assumptions about learning
* It’s possible to hold both philosophies and shift between them for different learners or different classes
* It’s important to understand our own underlying philosophy as instructors as it helps guide our internal and external responses to the learners we work with
* Pedagogy:
  + The traditional term people use to describe “the methods and practices of teaching.”
  + It came into common usage in the late 19th and early 20th century at a time when most schooling for most people was in the K-12 grades
  + Pedagogy’s defining character is the belief that learning is externally motivated, even compulsory.
* Andragogy
  + Although the term reaches back to the early nineteenth century, it was not until Malcolm Knowles, American adult educator, popularized it that it became part of the educational vocabular. The term came to prominence in the 1970s.
  + It’s fundamental definition is, “the methods and practices of teaching adults”. That distinction is important not only because it’s about adults specifically, but also because it recharacterizes the definition of “pedagogy” to be focused specifically on the teaching of children, something that was implicit in the word and use, but not explicitly addressed before andragogy became a more popular term.
  + Andragogy’s central belief is that learning is internally motivated. The student is independent and makes the decision to learn.
* Stop: consider what your own experiences and beliefs about education are: andragogy? Pedagogy?
* The different foundational understanding about motivation to learn makes these two terms quite different. Here is a table outlining the distinctions:

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|  | Pedagogy | Andragogy |
| Power | The teacher has the power in the relationship | The student is an independent thinker |
| Source of Motivation | Students are externally motivated by society, parents, teachers | Students are internally motivated, although social motivations also exist |
| Learning’s Purpose | Students move through a set curriculum along with their stage of life. Education is a socially-mandated phase of life. | The student decides when new information and/or experiences are necessary for personal, work, or other reasons. |
| Available Resources | The teacher provides most or all resources and decides how information will be imparted | Adults bring resources to the experience. Resources come from prior knowledge and experience |
| Classroom Focus | Course content is the focus of the learning experience | Process (projects, tasks, etc.) is the focus of the learning experience |
| Teacher’s Role | Teacher is the authority and makes the decisions for the students | Teacher is a learning facilitator and supports a climate of learning in the classroom |