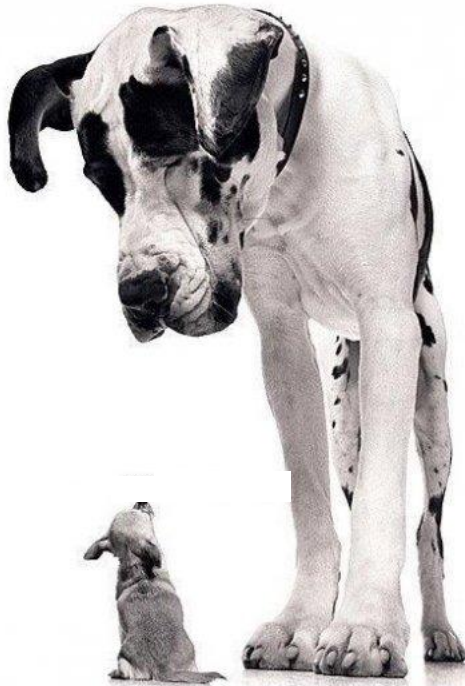


PEDAGOGY, ANDRAGOGY, COURSE 2015

Lcda. Maria Elena Alvarez

WHY TEACH?



Teaching is a special calling. It is not a job well-suited to everyone.

Here are my top ten reasons
why teaching can be a great
profession.



1. Student Potential

This potential is so exciting - each new year presents new challenges and new potential successes.



2. Student Successes

**Student success is what
drives teachers to
continue.**





3. Teaching a Subject Helps

You Learn a Subject

**You will never learn a
topic better than when
you start teaching it.**

4. Daily Humor



If you have a positive attitude and a sense of humor, you will find things to laugh about each day.

5. Affecting the Future

Teachers mold
the future each
day in class.



6. Staying Younger



Being around young people everyday will help you remain knowledgeable about current trends and ideas. It also helps break down barriers.

7. Autonomy in the Classroom



Once a teacher closes that door each day and begins teaching, they really are the ones who decide what's going to happen.

8. Conducive to Family Life

The school calendar will typically allow you to have the same days off as your kids.



9. Job Security

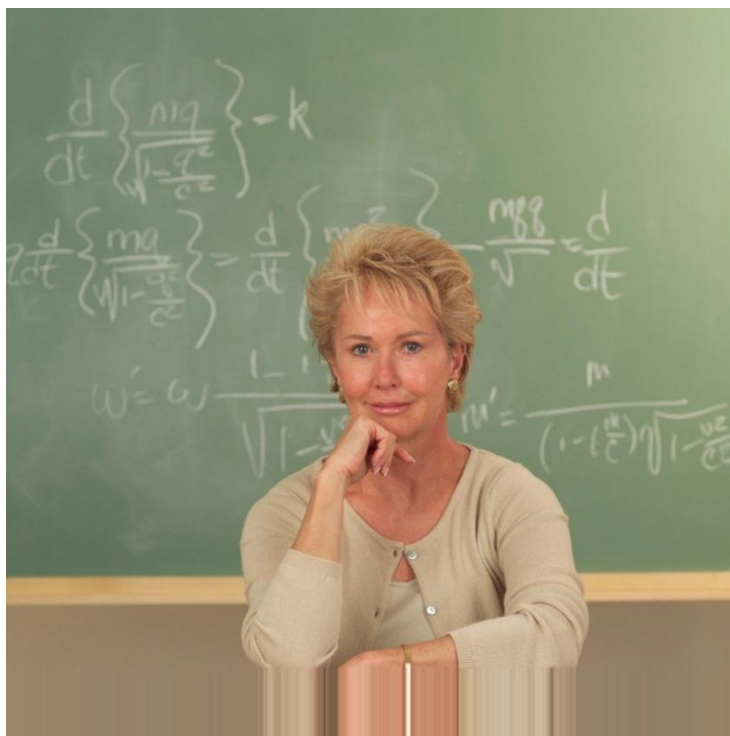


Once you have proven yourself a successful teacher, it is relatively easy to move around and find a new job.

*Just relax
and
vacation.....!*



Top 6 Teacher Tasks



A

- **Planning, Developing, and Organizing Instruction**

B

- **Housekeeping and Recordkeeping Tasks for Teachers**

C

- **Classroom Management and Student Conduct**

D

- **Presenting Subject Material**

E

- **Assessing Student Learning**

F

- **Meeting Professional Obligations**

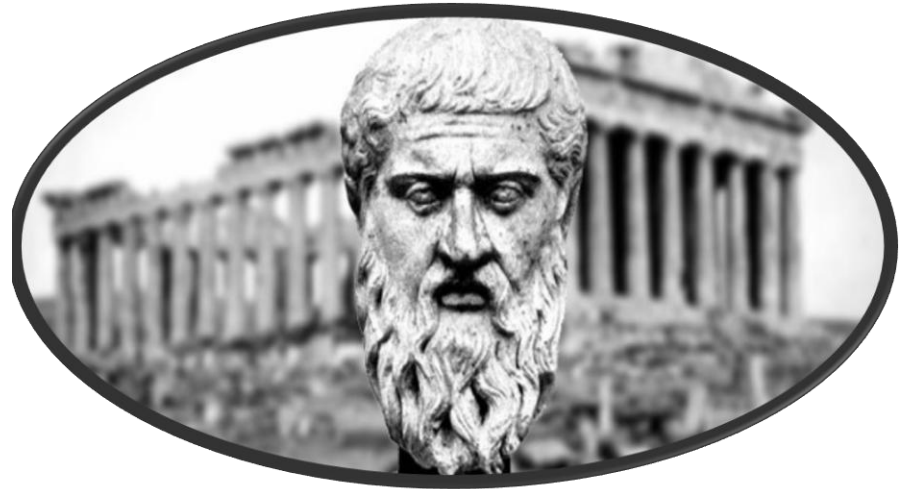
What is PEDAGOGY



Overview

□ PEDAGOGY

- ▣ The Simple Definition
- ▣ The Deeper Definition
- ▣ Why Pedagogy Matters
- ▣ Pedagogy in Practice
- ▣ Pedagogy and Online Learning
- ▣ Questions to Consider





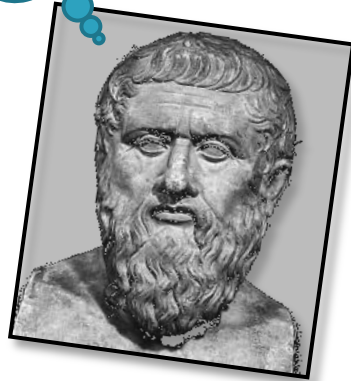
Pedagogy

The Simple Definition

Pedagogy | 'pe-də-,gō-jē |

noun

the art, science, or profession of teaching



- Plato's idea of *paidagogos* as “leader” and “custodian” of children (4th century BCE)
- Evolution of concept:
 - “education” vs. “teaching”
 - “curriculum” vs. “education”
 - “teacher” vs. “mentor” vs. “guide”

What
to
learn



How
to
learn

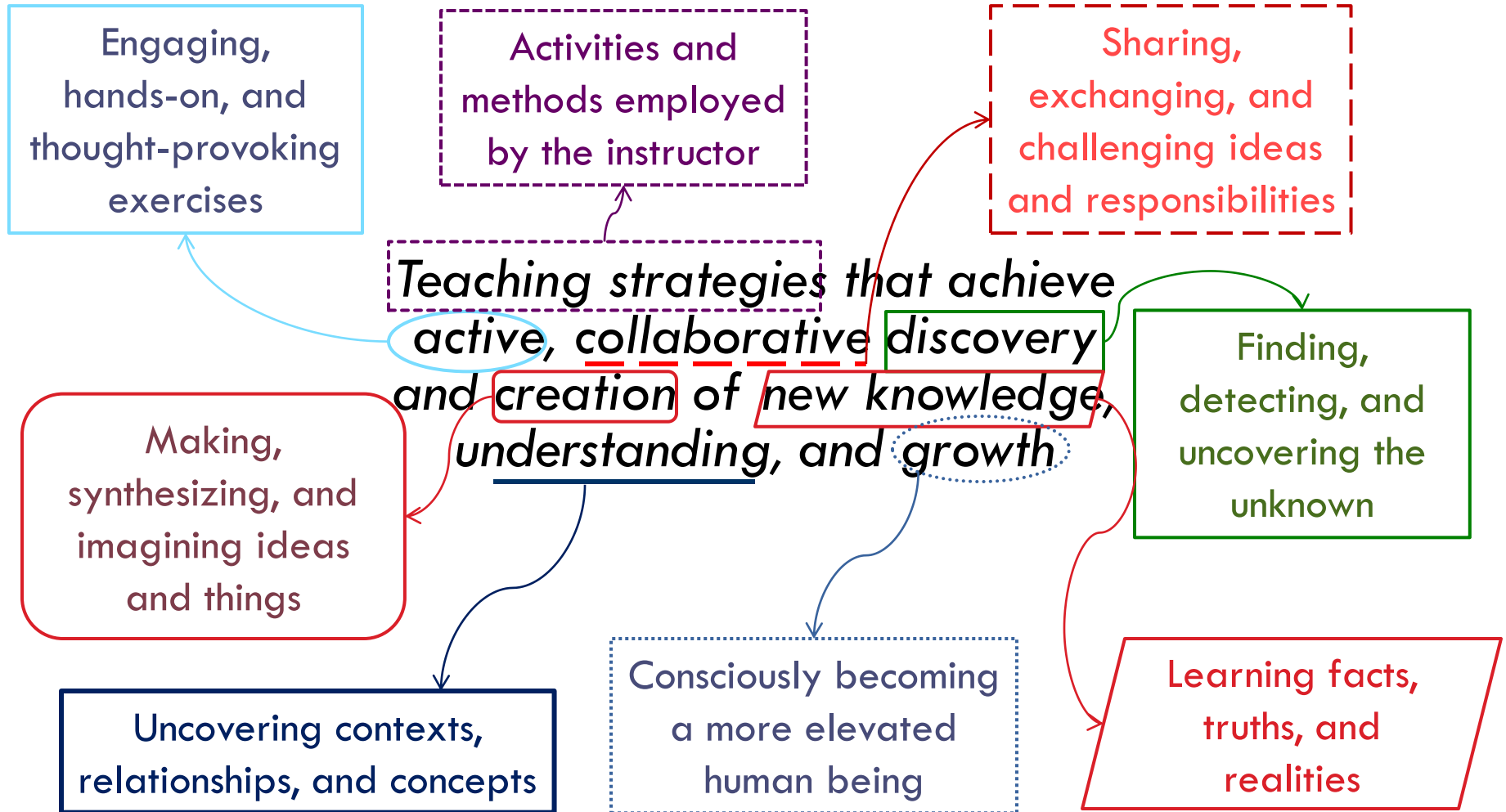


How
to
teach



PEDAGOGY

The Deeper Definition



The Deeper Definition



*Teaching strategies that achieve
active, collaborative discovery
and creation of new knowledge,
understanding, and growth*

Why Pedagogy Matters

Pedagogy forces us to consider...

Student learning
as the ultimate
goal

What students
should learn
(and why!)

Aligning goals,
activities, and
assessments

Balancing content
and creation

Needs of
students as
learners and as
people

The “big picture”
of a course

Pedagogy in Practice

Category	Content & Delivery	Direction
Meaning	<ul style="list-style-type: none">• Multiple formats• Personal relevance• Student input• Accessibility issues	<ul style="list-style-type: none">• Course goals• Learning objectives• High expectations• Personal goals
Examples	<ul style="list-style-type: none">• Careful lecturing• Audio/video/text• Interactive content• Questionnaires• Web Accessibility	<ul style="list-style-type: none">• Clear goals and objectives on syllabus• Explicitly state (and restate) expectations• Student goal plans

Pedagogy in Practice

Category	Personal/Social	Skill Building
Meaning	<ul style="list-style-type: none">• Sense of community• Recognize individuality• Connect course to personal lives and society• Free expression and exchange of ideas• Personal growth	<ul style="list-style-type: none">• Opportunities to discover, apply, and create knowledge• Help to recognize and overcome weaknesses• Address a variety of skill sets and competencies
Examples	<ul style="list-style-type: none">• Community-based learning• Discussion forums• Personal journals	<ul style="list-style-type: none">• Independent and group work• Student-led teaching• Consistent, honest feedback

Pedagogy in Practice

Category	Assessment	Attitude
Meaning	<ul style="list-style-type: none">• Formative and summative• Various formats• Connect to objectives• Purposeful application of knowledge	<ul style="list-style-type: none">• Willingness to try new approaches• Positive, encouraging presence• Focus on student success
Examples	<ul style="list-style-type: none">• Portfolios• Written assignments• Real-life case studies• Needs assessments	<ul style="list-style-type: none">• Course work that is rich in context• Assessments that let students draw on personal experience• Consistent, regular input and feedback

Pedagogy and Online Learning

Possibilities

- ❑ Engage and challenge students in exciting new ways
- ❑ Ability to maintain more regular contact with students
- ❑ Greater relevancy to students
- ❑ Wealth of independent learning opportunities

Cautions

- ❑ Technology can augment (not replace) good teaching
- ❑ Learning objectives come first – finding technology comes second
- ❑ Beginning-to-end planning is essential
- ❑ Greater need to reach out to students

Questions to Consider

1. What does pedagogy really mean?
2. Am I allowed to create my own “best practices”?
3. How does an online format liberate and limit approaches to pedagogy?
4. Which elements of pedagogy are likely to be the most challenging for me as an instructor?
5. How can I work with my colleagues to strengthen my teaching?
6. What resources are available to me if I need more help with pedagogy?



PHEW!

Lets take a
breath...

Any

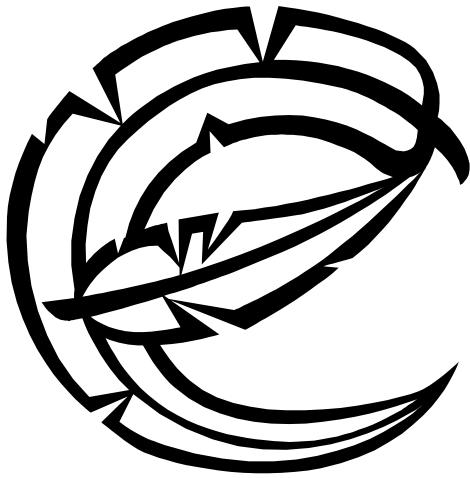
questions?

Okay, let's
jump into...



Andragogy

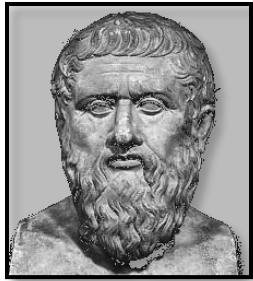
Overview



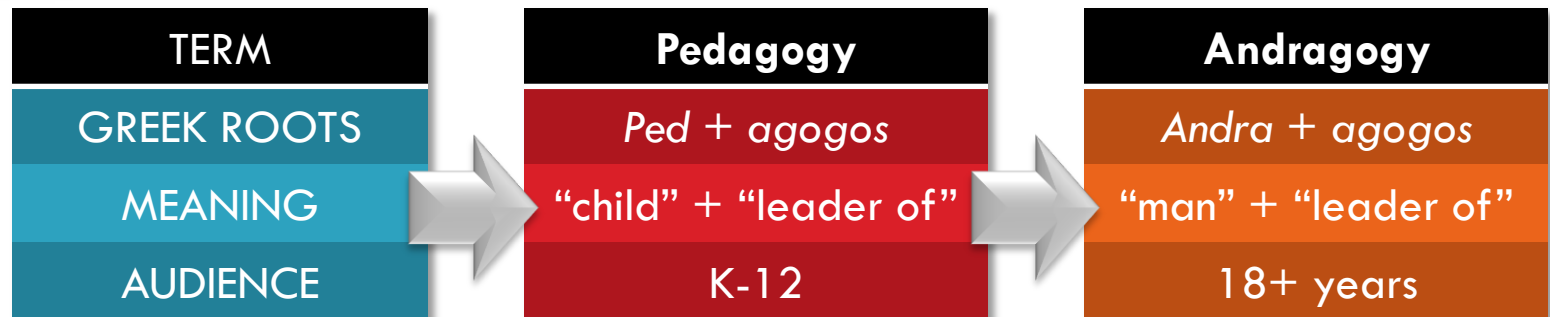
□ ANDRAGOGY

- Origins of Andragogy
- Malcolm Knowles
- Andragogy and Course Design
- Experiential Learning
- Questions to Consider

Origins of Andragogy



- ❑ Foundations in Platonic ideas of lifelong learning (4th century BCE)
- ❑ Term and idea formalized by German teacher Alexander Kapp in 1833
 - ▣ Believed adults learn best independently and by drawing on life experiences



Origins of Andragogy

1890-1930 Progressive Era

- Need for more and better education (urbanization)
- Dewey and Montessori focus on “learner-led” education

1930-1950 Great Depression

- High unemployment fuels need to reeducate adults for careers
- Adult education pursued vigorously in Britain and Germany

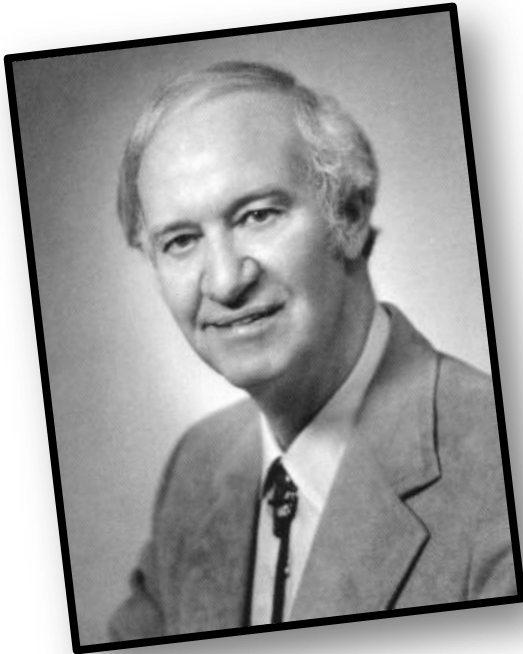
1950-1970 Andragogy Returns

- New adult learning theories formed by educational psychologists
- Malcolm Knowles publishes *Informal Adult Education* (1950) and *A Modern Practice of Adult Education: Andragogy versus Pedagogy* (1970)

1980-Present Andragogy in Practice

- New conceptions shape broader practice of “adult learning” in academia and beyond

Malcolm Knowles



- Father of modern adult learning theory
- Believed adults learn differently from children due to their life experiences, matured consciousness, and independence
- Clearly defined difference between pedagogy and andragogy
 - Pedagogy = helping children learn
 - Andragogy = helping adults learn

Adults need to be treated
as responsible
and self-directed

Adults need to know why
they are learning
something

Malcolm Knowles'
6 Assumptions of
Adult Learners

Adults accumulate a
reservoir of experiences
that can help color
learning



Most potent motivators are
internal rather than
external

Adults are ready to
learn things that help
them in everyday life

Adults respond best to the
immediate application
of
knowledge

Andragogy and Course Design

- Today's online learners demonstrate learning characteristics similar to those of adult learners
 - ▣ Self-directed
 - ▣ Purpose-oriented
 - ▣ Internally motivated
 - ▣ Need relevancy



Instructors and course designers must be able to apply adult learning theories to create comprehensive learning environments in online education

Andragogy and Course Design

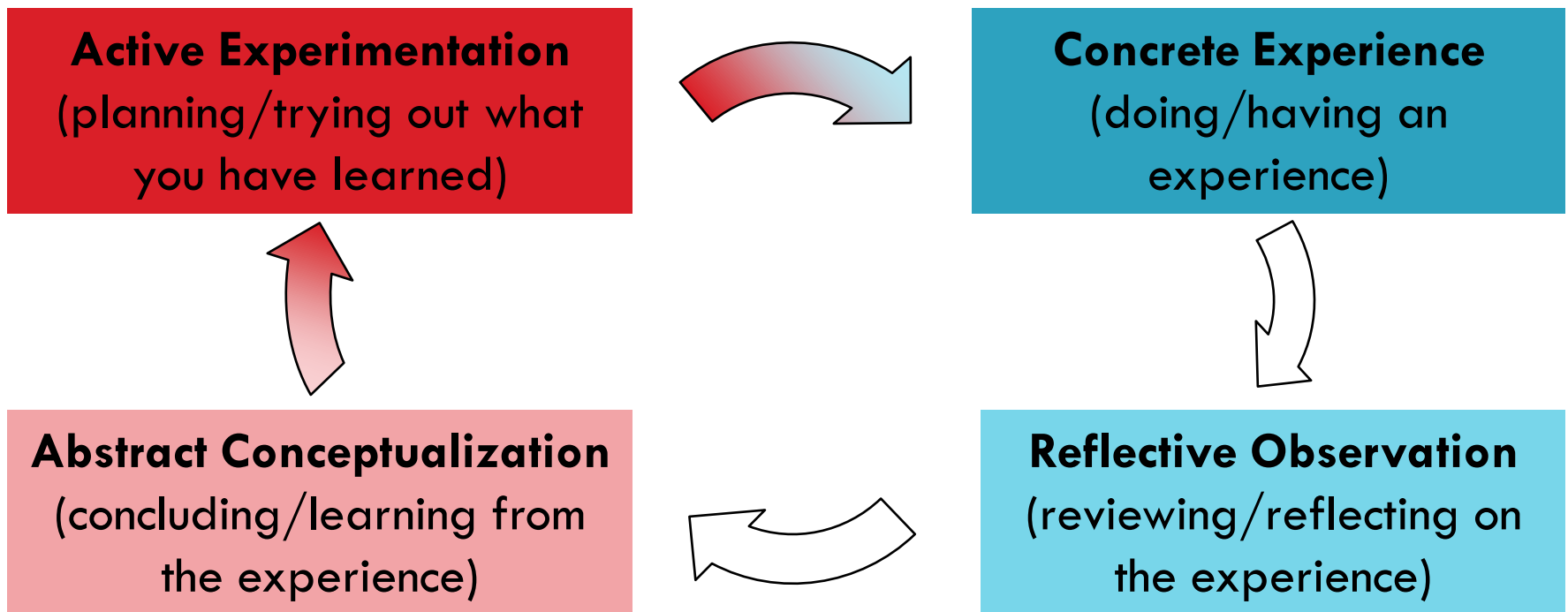
Assumption	1) Adult Learners are Self-Directed	2) Adult Learners are Purpose-Oriented
Meaning	<ul style="list-style-type: none">• Students are engaged by prospect of discovery and choice• Guidance is preferred over direction	<ul style="list-style-type: none">• Students have goals in mind when entering a course• They need to see clear path from beginning to end of course
Examples	<ul style="list-style-type: none">• Web links and videos• Discussion forums• Case studies• Open-ended questions	<ul style="list-style-type: none">• Clear goals and objectives on syllabus• Coursework and assessments that align with objectives

Andragogy and Course Design

Assumption	3) Adult Learners are Internally Motivated	4) Adult Learners Need Relevancy
Meaning	<ul style="list-style-type: none">• Students are more heavily driven by self-esteem, social status, and self-satisfaction• Less motivated by parents and peers	<ul style="list-style-type: none">• Students are motivated to enrich life circumstances• Students want to use new knowledge, not just gain it
Examples	<ul style="list-style-type: none">• Well-defined markers for success in course• High expectations	<ul style="list-style-type: none">• Coursework that is rich in context• Assessments that let students draw on personal experience• Real-life case studies

Experiential Learning

- Developed by David Kolb and Roger Fry (1975)
- Learning opportunities that allow students to acquire and apply knowledge and skills in an immediate, relevant setting



Questions to Consider

1. Which assignments can I change to allow for greater student leadership?
2. What is the proper balance between instructor guidance and student leadership?
3. How can I clearly communicate to students that I expect them to be leaders?
4. How can I relate my assignments and assessments more to my students' life experiences?
5. How can I create experiential learning opportunities in my online courses?

A teal speech bubble with a white question mark and the word 'Well?' inside. The bubble is centered on a dark gray background.

Well?

You've been
great!

Any final
thoughts?

If you'd like
help in the
future...

Contact me:

Lcda. Maria Elena Alvarez

meag58@yahoo.com

HOMEWORK- FEB. 26 - midnight

- Create a timeline on Andragogy history according to video Andragogy (Adult learner)
- Make a mind-map on video Spotlight on Malcolm Knowles.
- To be sent to my mail on Thursday, Feb. 26 no later than midnight. Late work is not accepted.
- Answer questions to consider from PPT. To be discussed next Saturday, Feb. 28. Come prepared as papers will be collected.