

Pedagogy vs. Andragogy (Malcolm S. Knowles 1980)

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> • The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned • The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> • The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none"> • The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential 	<ul style="list-style-type: none"> • The 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-identity
Readiness to Learn	<ul style="list-style-type: none"> • Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> • 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 is important • Ability to assess gaps between where one is now and where one wants and needs to be.
Orientation to Learning	<ul style="list-style-type: none"> • Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> • Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

- 1) How do you like to learn?
- 2) Is learning in the U3A different from your learning experience hitherto?
- 3) How do you/your Group Convenors lead others to learn
- 4) Do you/your Group Convenors encourage members to undertake research?
Please give examples.
- 5) What works? What do members enjoy? What doesn't work?