

1. For this part of the module, we want to talk about the differences in adult and youth learning. This is called andragogy and pedagogy.

2. Simply put, andragogy is the art and science of helping adults learn. Pedagogy, on the other hand, is the art and science of helping children learn.

3. One of the main contributors to the study of andragogy, Malcolm Knowles, gives six assumptions of adult learning. Firstly,

• *Adults need to know the purpose of the educational occurrence*

They don't enter a classroom ready to learn whatever the teacher and institution says they need to as many youth do. Rather, adults are seeking their own priorities in learning experiences.

• *Also, adults have the self-concept of responsibility*

• Adults also have greater amounts of experience that they can draw upon in their learning experiences.

• *Adults seek real-life applicability*

This means that adults are more interested in practical problems. They often come to learning experiences in order to solve a problem.

• *Adults are life, task and problem centered*

They are not as interested in memorizing content just for the sake of knowledge. Adults are more interested in problem-solving than youth.

• *Lastly, Internal motivation is strongest in adults*

Because adults come to learning experiences to solve problems, this means that their internal motivation is often stronger than youth learners.

4. There are certain humanistic assumptions regarding adult learning. Humanism is a learning orientation that believes people learn because of an inherent desire to do so. The assumptions are that one,

• *Experience separates adult and youth*

We already mentioned this. Experience is something that instructors can draw upon to help their students to learn more effectively in adult education.

• *Two, the purpose of humanistic education is to enhance personal growth, lead to development, and bring about self-actualization*

We have already discussed Maslow's Hierarchy of needs in another presentation. This is a humanistic model that says adults often want to learn to move up the hierarchy.

• *Three, adults learn how to learn*

Because adults have often had improper learning experiences, sometimes educators must help adults to "unlearn" or better ways of learning.

• *And lastly, there is a unique facilitator/learner relationship*

The relationship between learner and instructor or facilitator is much different than in a pedagogical setting. The instructor is not a lecturer but more of a facilitator and challenger.

5. Here are some of the approaches and methods of adult learning

• *Needs-based programming*

Programs are based upon the learner rather than the instructor's needs.

- Group discussion and study*

There is a lot of group discussion and drawing upon the experience of the learners.

- Self-directed learning*

Because of the belief in people's inherent desires to learn, they are left to motivate themselves in many cases.

- Interpersonal interaction and encounter*

- Experiential learning*

6. Lastly, we want to do a comparison of andragogy and pedagogy.

They differ on the concept of learner, learner's experience, readiness to learn and orientation to learning.

Regarding the concept of learner, adult's roles are self-directed and teachers encourage and nurture. On the other hand, youth's role is dependent, and the teacher is responsible.

In learner's experience, the adult learner has a reservoir of knowledge to draw upon in adult learning, while the youth learner has little experience

With readiness to learn, adult learners want to cope with real-life problems and learners may all be at different levels. In comparison, youth learners learn more of what society expects; most of them are at same level

Finally, regarding orientation to learning, education is developing increased competence in adult learning, while youth education is more about acquiring subject matter content.