

Andragogy as a Guide for Serving Adults in the Online Environment



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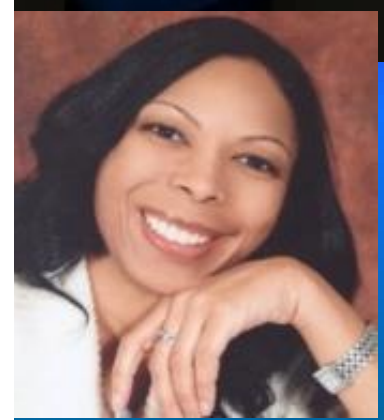
Inquiring Minds Want to Know!



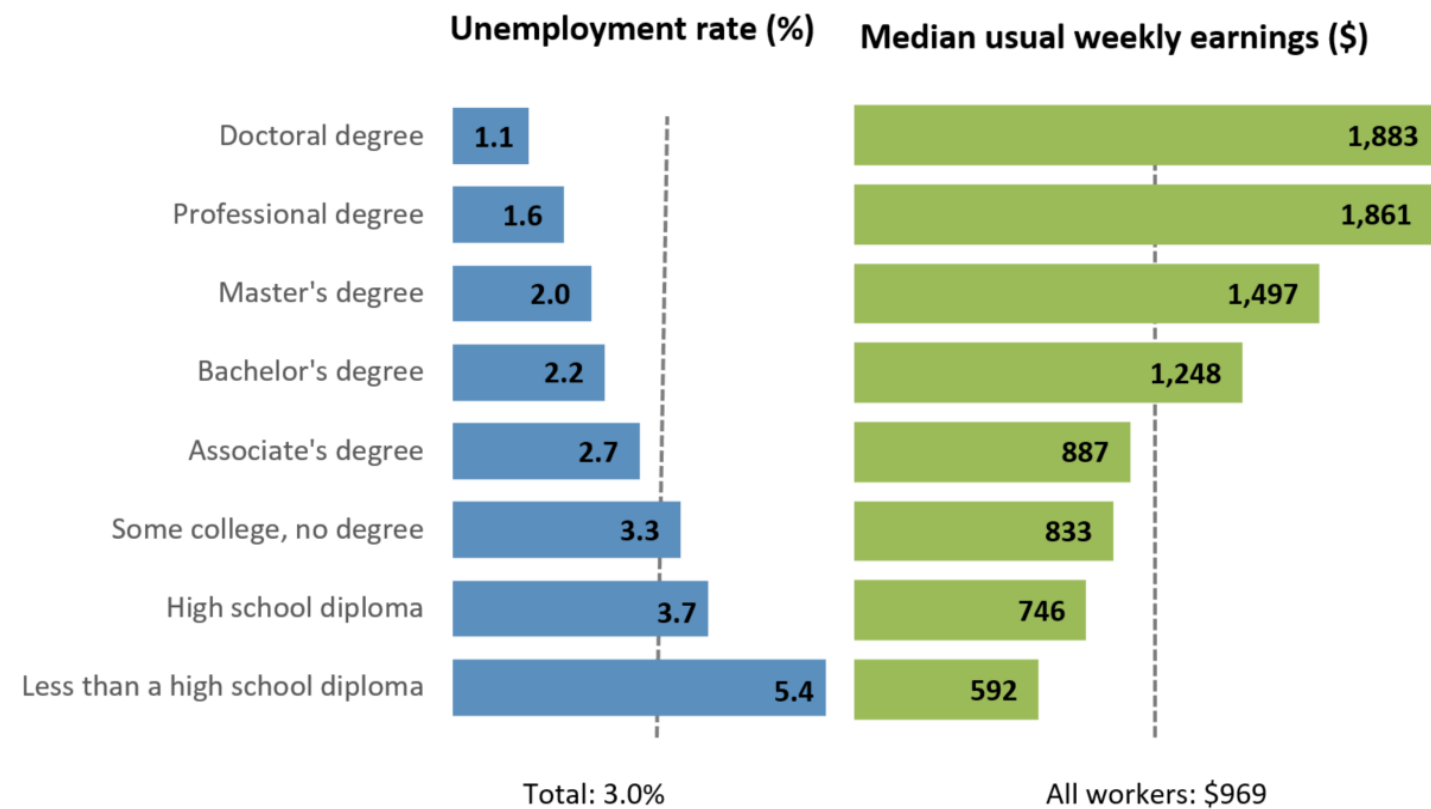
**What are your
goals for
attending this
presentation?**

Focus on learner's interest: Tale of two Instructors





Unemployment rates and earnings by educational attainment, 2019



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Pedagogy vs. Andragogy

- **Teacher-oriented**

Pedagogy

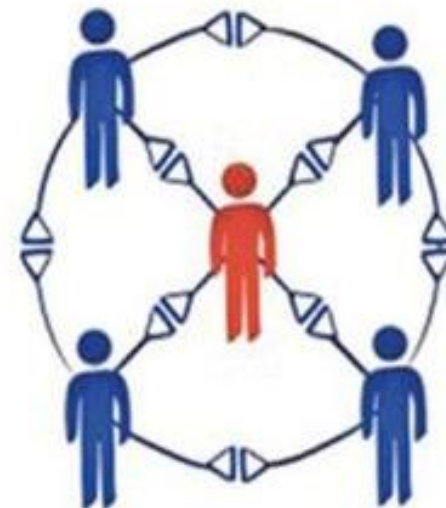


- **Dependency**

- **Subject-centered**

- **Externally motivated**

Andragogy



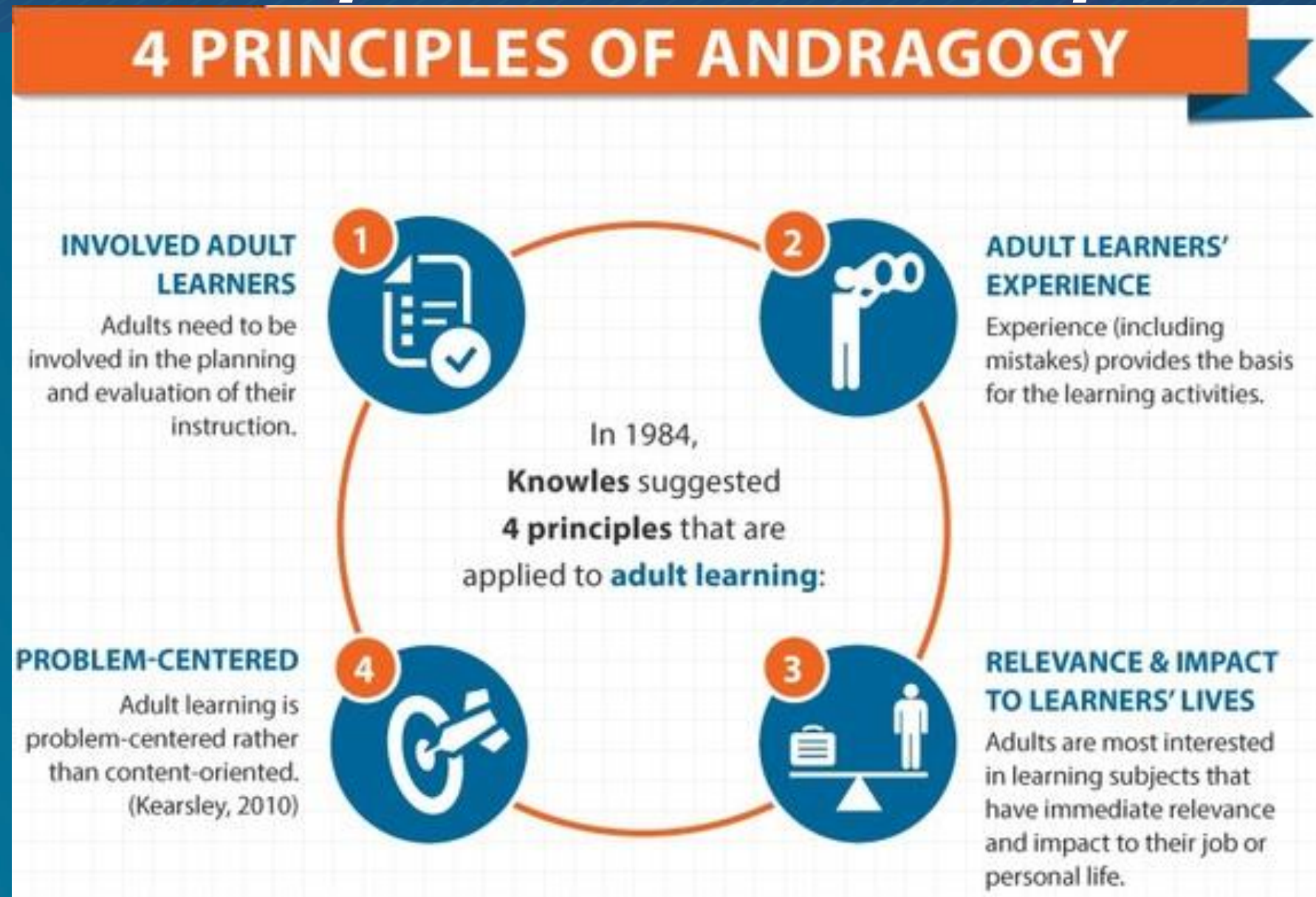
- **Self-oriented**

- **Self-dependent**

- **Problem-centered**

- **Internally motivated**

Teachers help guide learners to develop their own potential



Applying Andragogy to Online Courses



Assumption # 1

Adult learners are self-directed

Learners establish learning goals within the course objectives

Curriculum focused on process versus content

Facilitator empowers learners

- As equal and respected persons
- With facilitator as expert

Safe environment where learners not afraid to share ideas, experiences, and learning



Setting Goals Example

Self-Direction Brought to Life

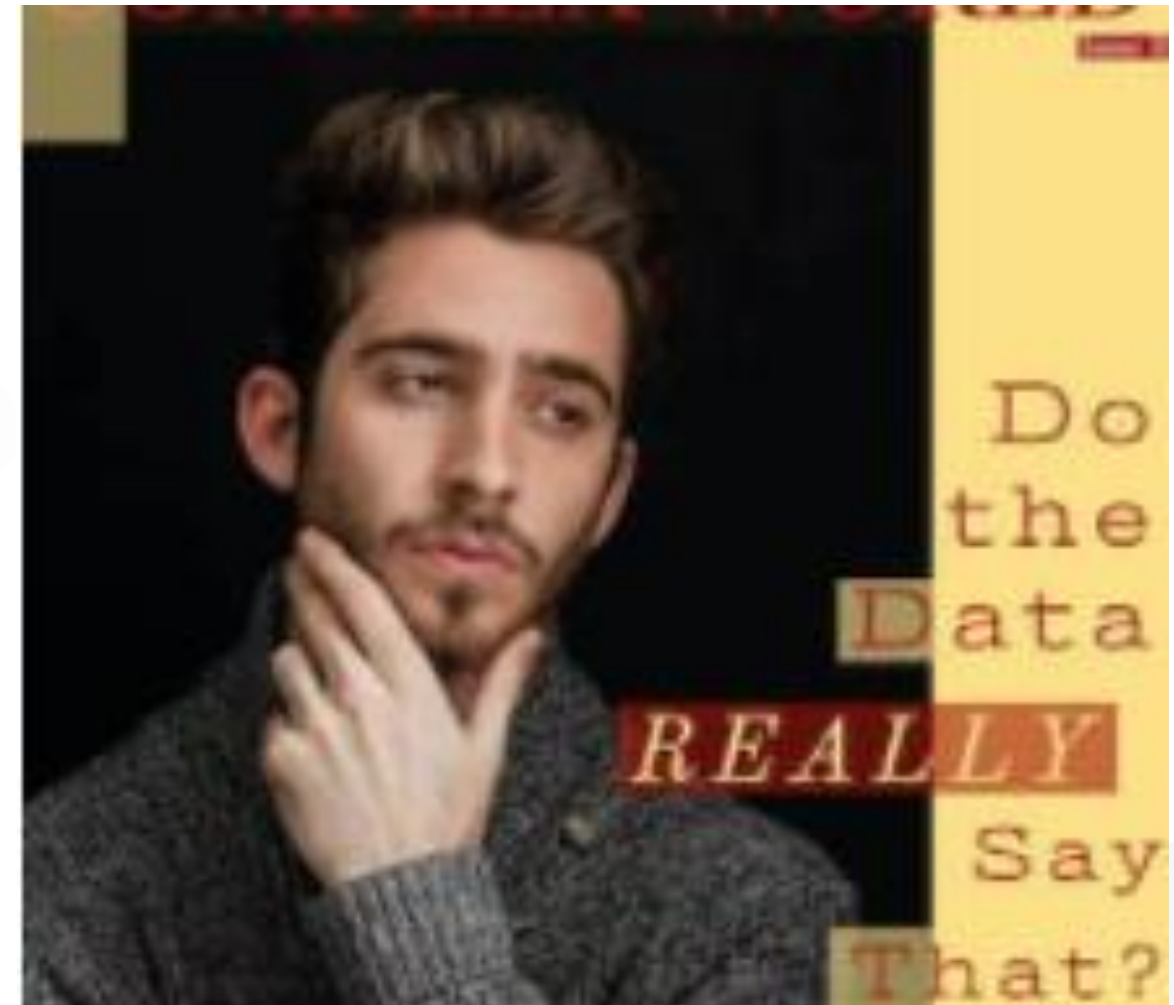
Creating and Co-Creating Learning Goals

Collaborative Content Creation

Choosing Projects that Matter

Decision Trees

Industry Focus



Assumption # 2

Adults bring life experience to learning environment

Structured to share experiences through use of group projects and interactive discussions

Learners share their personal experiences and knowledge

Learners feel free to express opinions, share ideas, and discuss information

Course content should be allowed to evolve as opposed to being tightly scripted



Experiential Learning



Interdisciplinary Example

Bringing Experiences into the Classroom

Leverage community/natural disaster experience in task force work

- Communications: tweets, press releases, video
- Journal article in fictitious journal

Leverage pandemic experience in classroom consulting work

- Taking employees remote
- Article for fictitious journal

Authentic and professional voice

Explore differing experiences across disciplines to break down silos



Assumption 3:

Adults enter environment ready to learn

Personal desire to learn or because course is required by an employer or institution

Facilitator must take steps to help learners identify learning needs

All student supports should be accessible via phone and online

Learners can accomplish individual goals within framework of the course.

Learners with similar goals (or needs) should be encouraged to share ideas and experiences



Lifeline



Survey Says...



What are your goals for attending this presentation?

Assumption # 4

Adult learners are problem oriented

Curriculum should be process based vs content based

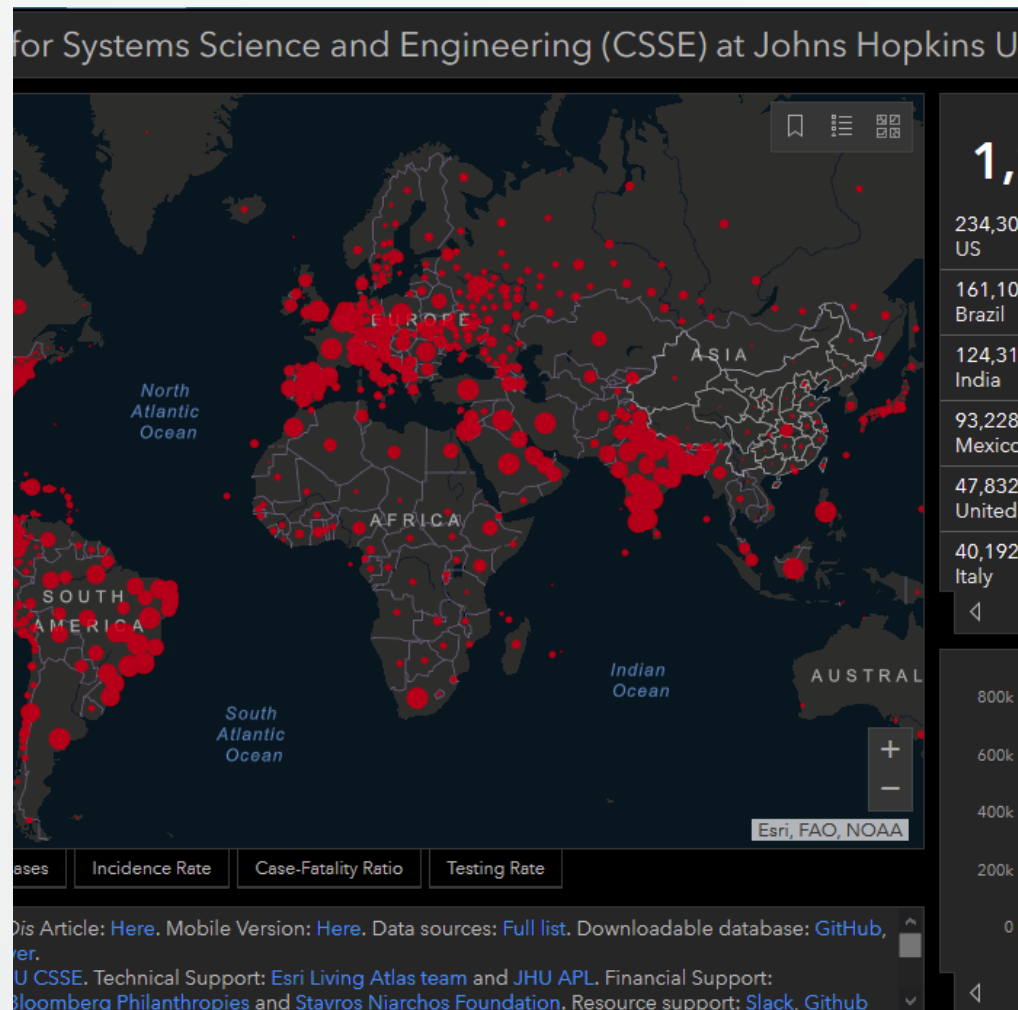
Allow learners to develop content in accordance with their specific needs

Connection between every-day life and learning can be applied in current professional or life situations

Course assignments and group projects should seek to have learners draw on their personal experiences and needs



Creating Meaning in the Online Classroom



Assumption # 5

Adults are intrinsically motivated

Recognize need to appreciate and respect learners to foster an environment conducive to learning from each other

Enhance learner self-esteem through acknowledgement of contributions to the course

Draw on learner's background during a course and respect for the knowledge they possesses.



Learn it today, use it tomorrow



Thank You!

QUESTIONS?

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References

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