

Andragogy and Pedagogy: differences and applications

Abbas Emami¹, Alireza Bolandnazar² and Mojtaba Sadighi³
^{1,2,3}Marvdasht Branch, Islamic Azad University, Marvdasht, Iran

*Corresponding author: hossein11070@yahoo.com

Abstract: The field of adult education and literacy is plagued by confusion about definitions. Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal. Teaching adults can be very challenging, but also very rewarding. Most teachers would agree that the benefits derived from a successful adult education program in agriculture far outweigh the costs. In addition to the direct benefits to adult participants, the teacher, the school, the community, and the secondary program also benefit from a quality adult education program in agriculture. Adults in agriculture use a number of sources to gain new information that can be used to help them solve problems. Persons employed in agriculture utilize newspapers, magazines, newsletters, radio, television, government publications, internet, and meetings to gather information which can be directly utilized in their business activities. In many communities, the agriculture teacher is the primary source of agricultural information.

[Abbas Emami, Alireza Bolandnazar and Mojtaba Sadighi.. **Andragogy and Pedagogy: differences and applications.** Life Science Journal. 2011;8(3):78-82] (ISSN:1097-8135). <http://www.lifesciencesite.com>.

Keywords: Andragogy , Pedagogy, adult education

Introduction:

Adult illiteracy feeds the state's unemployment, its welfare rolls, and the correctional institutions. Adult illiteracy severely hinders the life chances of young children, undermines school reform, and limits the opportunities for postsecondary education. To be successful, the Commonwealth's strategies must energize and gain the commitment of all the state's political, education, business, and civic leaders. No strategy will succeed unless it engages leaders in each community and county to identify needs and develop programs and services appropriate to the community's unique circumstances. The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education. Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs. Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

Only the negative consequences are obvious: getting

more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy. Much like strategies to curb epidemic, strategies to reduce illiteracy and raise the educational attainment of Kentucky's population must include both short-term efforts to face the immediate crises as well as long-term strategies to get at the underlying causes. Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many

different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

Classification of Adult Education

1. reading and writing literacy level
2. Technical and professional education, people are ready for work
3. in the field of health, behavior and health in the family
4. tutorials political, social, religious. Operating political social goals
5. to satisfy emotional needs and entertainment, like art, literature and the like

Adult education goals:

a) Literacy goals:

- a. To provide primary education and to allow other adults to learn skills during childhood and youth have been deprived of them.
- b. Increase the ability and skills for adults over the executive government and community programs.
- c. Preparation of programs and classes that form the adult intellectual development is dedicated to the goal, get a job or degree is better.
- d. Increased confidence in adults, through increased awareness and knowledge.
- e. raising awareness of adult interest to participate in decision-making
- f. to raise awareness of citizens rights, their duties and responsibilities
- g. Adults develop abilities to solve problems of personal and social
- h. to inform adults the skills and talents.
- i. Spread knowledge about their heritage

b) vocational training objectives:

1. Adults equip the skills necessary for subsistence.

2. To provide staffing to promote industry and economy, the third

3. the elimination of class differences and achieve social equality

4. Training of workers with their employment conditions and industrial variables are consistent.

Definition of Andragogy

term andragogy (the teaching of adults as opposed to pedagogy, the teaching of children) and questions whether it should relate more to a type of learner rather than the age of the learner. The blogger is Gwen. She describes her blog as "a reflection on the educational process by teachers working to transform their work into a more learner-centered, evidence-based, andragogical affair.

Gwen suggests that the transition in a student from needing to be spoon-fed learning to a more independent state of seeking sometimes happens as early as middle school, while some adults in graduate school are still asking, "Is this on the test?"

The question is an excellent one and Gwen does a great job of putting it forth. In her examination of the word and its meaning, she puts responsibility on both the student and the teacher. The word andragogy then becomes a fluid term referring to that developmental point at which an individual student becomes able and interested in accepting responsibility for his or her own learning. The teacher's responsibility is to recognize when that has happened and respond accordingly, getting out of the student's way and providing the support needed for their individual pursuit.

adult education in the local agricultural education program is an essential component of the "total" program. Offering adult education programs helps to keep farmers and agribusiness employees better informed of current trends and provides them with opportunities to learn new skills and improve existing ones.

Successful adult education programs develop and utilize an Agricultural Education Program Advisory Committee to assess the informational needs of adults in the community. Agriculture teachers should utilize the expertise and communications link, which an effective advisory committee provides. Specifically, the advisory committee should be asked to provide

advice regarding planning, conducting, and evaluating the adult education program in agriculture. Adult education programs in agriculture should emphasize practical application of the information presented. Topics and information included in adult programs should be provided which fulfills needs of the local community. Providing information which cannot be applied to solve a local problem or address a local issue will generally be viewed as frivolous and over time will result in decreased interest (i.e. participation) in the adult education program.

The role of the agriculture teacher should be as a facilitator of the learning process. Most adults reject the traditional teacher-student relationship, which is necessary to maintain in secondary programs. Teachers should be encouraged to view themselves as partners with adult participants in the learning process. The democratic philosophy of shared responsibility for planning, conducting, and evaluating adult education programs distinguishes adult education from secondary education.

A local plan for adult education in agriculture should consist of two major components. Namely, a broad statement of philosophy, goals, and objectives of the local adult education program, and an annual calendar of program activities.

Adult education in agriculture is important for continued community prosperity, growth, and improvement.

Continuing Education:

Continuing education is a broad term. In the most general sense, any time you return to a classroom of any kind to learn something new, you are continuing your education. As you can imagine, this encompasses everything from graduate degrees to listening to personal development CDs in your car.

Common Types of Continuing Education:

1. Earning a GED, the equivalent of a high school diploma
 2. Post-secondary degrees such as a bachelor's, or graduate degrees such as a master's or doctorate
 3. Professional certification
 4. On-the-job training
 5. English as a second language
 6. Personal development
1. The methods involved in achieving continuing education are just as diverse. Your

school can be a traditional classroom or a conference center near a beach. You might start before dawn or study after a day of work. Programs can take months, even years, to complete, or last just a few hours. Your job can depend on completion, and sometimes, your happiness. Continuous learning, no matter how old you are, has clear benefits, from finding and keeping the job of your dreams to remaining fully engaged in life in your later years. It's never too late. So what is it you want to learn or achieve? Have you been meaning to go back to school to earn your GED? Your bachelor's degree? Is your professional

Conclusion:

Material often set different types of materials and educational content in books and pamphlets, books, training guides, trainers, equipment auxiliary audio, visual and material are included such that during actual teaching sessions, are used in the transmission and content but also to achieve the goals of making education programs are important.

Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate.

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc.

Learning activities such as activities outside the classroom, dialogue, role playing and ... Another type of content is presented. Duties are placed on the learner, a resource for developing knowledge, skills and insights he considered.

Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the assays taught learners directly to sustainable and effective learning occurs in his.

Another way of providing content that is educational activities outside the learning environment possible

for learning more and better enables adult learners. For example, hints, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will.

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

3- To maximize learning, information must be provided an organized manner. Entries can be simple or complex can be arranged around related concepts are organized. Starting point for organizing content knowledge for adults and adults is linked to past experiences

4- Learning, especially regarding skills development, will be added frequently.

5 - Duties and meaningful content than meaningless subjects are learned more easily and are later forgotten. This issue, especially for older adult learners is true. Challenges of adult learning facilitators by the way that content was significantly associated with the experiences and needs of learners is.

***Corresponding Author:**

Mojtaba Sadighi
Marvdasht Branch, Islamic Azad University,
Marvdasht, Iran
E-mail: hossein11070@yahoo.com

Reference:

- Budin, H. (1999). The computer enters the classroom. *Teachers College Record*, 100, 656-669.
- Egan, K. (1992). *Imagination in Teaching and Learning*. Chicago: University of Chicago Press.
- Fabry, D. L., & Higgs, J. R. (1997). Barriers to the effective use of technology in education: Current status. *Journal of Educational Computing Research*, 17(4), 385-395.
- Fletcher, W. E., & Deeds, J. P. (1994). Computer anxiety and other factors preventing computer use among United States secondary agricultural educators. *Journal of Agricultural Education*, 35(2), 16-21.
- Frye, N. (1993). *The Educated Imagination*. Toronto: Canadian Broadcasting Corporation.
- Ginsburg, L. (1998). Integrating technology into adult learning. In C. Hopey (Ed.), *Technology, basic skills, and adult education: Getting ready and moving forward* (Information Series No. 372, pp. 37-45). Columbus, OH: Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 423 420).
- Ginsburg, L., & Elmore, J. (2000). *Captured wisdom: Integrating technology into adult literacy instruction*. Naperville, IL: North Central Regional Education Laboratory. (ERIC Document Reproduction Service No. ED 454 408).
- Glenn, A. D. (1997). Technology and the continuing education of classroom teachers. *Peabody Journal of Education*, 72(1), 122-128.
- Habermas, Jurgen. (1991). *Knowledge and Human Interests*. Boston: Beacon Press.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Hanson, Karen. (1988). Prospects for the Good Life: Education and Perceptive Imagination. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York: Teachers College Press.
- Hardy, Barbara. (1998). *Towards a Poetics of Fiction: An Approach Through Narrative*. *Novel*, 2, 5-14.
- Hopey, C. (1999). Technology and adult education: Rising expectations. *Adult Learning*, 10(4), 26-29.
- Isahak Haron & Doraisamy, J. (1992). Lifelong education in Malaysia: A general survey. *Thesis Mas. UM*. 10. 1-13. Kuala Lumpur: Universiti Malaya.
- Kim K. (2000). Participation in adult education in the United States, 1998-1999. U.S. Dept. Of Education, Office of Educational Research and Improvement.

16. King, K. P. (2003). Learning the new technologies: Strategies for success. In K. P. King & P. Lawler (Eds.), *New perspectives on designing and implementing professional development of teachers of adults. New directions for adult and continuing education* (Vol. 98, pp. 49-57). San Francisco: Jossey-Bass.
17. Knowles, M. S. (1992). *The modern practice of adult education, andragogy versus pedagogy. Author of the Classic Informal Adult Educator*, 3rd Edn. New York: Association Press.
18. Knowles, M. S. (1994). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Inc. Pub.
19. Knowles, M. S. (1999). *The making of adult educator: An autobiographical journey*. 1st Edn. San Francisco: Jossey-Bass Inc. Pub.
20. Kolb, David A. (1993). *Experiential learning: Experience as the source of learning and development*. 1st Edn. United States: FT Press.
21. Krajnc, A. (1999). *Andragogy*. In Collin, J. T. (Ed.), *Lifelong education for adults: An international handbook*. 1st Edn. New York: Pergamon Press.
22. Lang, J. M. (1998). *Technology in adult basic and literacy education: A rationale and framework for planning* (Research report). Cheney: Eastern Washington University, Instructional Media and Technology. Retrieved on November 14, 2003, from <http://cehd.ewu.edu/education/GraduateExamples/JML98Educ601.html>
23. Jaffee, L. L. (2001). *Adult literacy programs and the use of technology*. *Adult Basic Education*, 11(2), 109-124.
24. Jordan, W. R., & Follman, J. M. (1993). *Using technology to improve teaching and learning. Hot topics: Usable research*. Palatka, FL: Northeast Florida Educational Consortium, Southeastern Regional Vision for Education. (ERIC Document Reproduction Service ED 355 930).
25. Mazanah Muhamad & Associates. (2001). *Adult and continuing education in Malaysia*. 1st Edn. Kuala Lumpur: Universiti Putra Malaysia.
26. Moore, M. G., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth.
27. Office of Technology Assessment, U.S. Congress. (1993). *Adult literacy and new technologies: Tools for a lifetime* (Final Report No. OTA-SET-550). Washington, DC: Government Printing Office.
28. Norzaini Azman. (2006). *History, trends and significant development of adults education in Malaysia in HISTORIA: Journal of Historical Studies*. Vol. VII, No. 2. Bandung: Historia Utama Press.
29. Pratt, D.D. (1993). *Andragogy after twenty-five years: New directions for adult and continuing education*. *Journal Articles*. San Francisco: Jossey-Bass Inc. Pub.
30. Olgren, C. H. (2000). *Learning strategies for learning technologies*. In E. J. Burge (Ed.), *The strategic use of learning technologies. New directions in adult and continuing education* (Vol. 88, pp. 7-16). San Francisco: Jossey-Bass.
31. Sava, S. (2001). *Adults' education in Romania: Educational, cultural and social politics. The volume of the first National Conference on Adults' Education, Timisoara, The Almanack of Banat Printing House*.
32. Schifirnet C. (1997). *Changing Adults' Education*. Bucharest, Fiat Lux Printing House.
33. Sutton-Smith, Brian. (1988). *In Search of the Imagination*. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York, Teachers College Press.

5/5/2011