



UNIVERSIDAD MARIANO GALVEZ DE GUATEMALA
 ESCUELA DE IDIOMAS
 Introduction to Pedagogy and Andragogy
COURSE CONTENT 2015

COURSE DESCRIPTION

This course examines the psychological physical, intellectual, and other characteristics affecting adults and their ability to learn. Adult development and learning theories, motivation, barriers to participation and the implications for the education of adults in a variety of learning situations will be discussed.

This course is an overview of significant learning and motivational theories and the educational implications for adult educators. Students will develop an awareness of what learning is and how it occurs, examine current and developing concepts on learning and motivation, and explore how adult learning is influenced by factors such as gender, race, and socioeconomic class.

OBJECTIVES

This core objective is to explore the theory and practice of teaching adults and at the same time making a comparison with Pedagogy. Collaborative and active learning techniques will be emphasized. Students will examine the strengths, weaknesses, and appropriate applications of a variety of methods to different adult education environments.

COMPETENCIES

Personal development area / ethic dimension	Professional development area
<ul style="list-style-type: none"> ➤ Self esteem ➤ Tolerance ➤ Responsibility ➤ Communication skills ➤ Empathy ➤ flexibility 	<p>Organizing stage – knowledge dimension</p> <ul style="list-style-type: none"> ➤ Knowledge about how adults learn and understanding the psychology of adults. ➤ Knowledge of methods in L2 learning. ➤ Skills in preparing value-based classes. ➤ Planning and organizational skills. ➤ Good knowledge of the subject. <p>Performance stage – skills dimension</p> <ul style="list-style-type: none"> ➤ Ability to motivate for learning – before, during and after the learning process. ➤ Development of learning environment in accordance with students` needs, focusing on self-directed learning.

- Skills to activate learners.

Evaluating stage – Organizational dimension

- Skills in self-reflection and critical thinking.
- Skills in evaluating and promoting self-evaluation in oneself and students.

METHODOLOGY

This course will focus upon the fundamental principles and methods of social science research. Additionally, it will provide an opportunity for students to become critical readers of research-based literature in adult education through developing an understanding of the key aspects of quantitative, qualitative, and action-based analytical methods and research traditions.

“The more I learn, the more I realize how little I know.”
Socratic Principle

Introduction to Pedagogy vs. Andragogy Program 2014

P.E.M.I. Maria Elena Alvarez

Date	Content
Feb. 07	Introduction and alignments for the semester.
Feb. 14	PEDAGOGY <ul style="list-style-type: none"> ❑ The Simple Definition ❑ The Deeper Definition ❑ Why Pedagogy Matters ❑ Pedagogy in Practice ❑ Pedagogy and Online Learning ❑ Questions to Consider
Feb. 21	ANDRAGOGY <ul style="list-style-type: none"> ❑ Origins of Andragogy ❑ Malcolm Knowles ❑ Andragogy and Course Design ❑ Experiential Learning ❑ Questions to Consider
Feb. 28	The Roots of Andragogy <ul style="list-style-type: none"> ❑
Mar. 01	Exploring the World of Learning Theory <ul style="list-style-type: none"> ❑ Theories of Learning ❑ Theories of Teaching ❑ A Theory of Adult Learning: Andragogy ❑
Mar. 7	Advancements in Adult Learning <ul style="list-style-type: none"> ❑ An Andragogical Process Model of Learning ❑ Andragogy in Practice
Mar.14	PARTIAL I EVALUATION
Mar. 21	Adult Learning within Human Resource Development <ul style="list-style-type: none"> ❑ New perspectives on Andragogy ❑ Beyond Andragogy ❑ The Future of Andragogy ❑
Mar. 28	Practices in Adult Learning <ul style="list-style-type: none"> ❑ Whole –Part-Whole Learning Model ❑ From Teacher to Facilitator of Learning
Apr. 04	EASTER HOLIDAY
Apr. 11	Core Competency Diagnostic
Apr. 18	Planning Guide
Apr. 25	Making things happen by releasing the energy of others
MAY 02	PARTIAL II EVALUATION

May 09	A Theory of Effective Computer-Based Instruction for Adults
May 16	International Research Foundation for Andragogy and the Implications for the Practice of Education with Adults
May 23	Andragogy: History, Meaning, Context, Function
May 30	Special Activity
June 06	LAST DAY OF CLASS – Digital Portfolio presentation edu.canvas.com
June 20	FINAL EVALUATION

Suggested Activities	
➤	Lesson Discussion
➤	Teacher`s Direct Instruction
➤	Weekly Research (paraphrasing)
➤	Presentations
➤	Group Work – Cooperative/Collaborative Learning

Evaluation	
➤	Partial I 10%
➤	Partial II 15%
➤	Final Evaluation 20%
➤	Activities 30%
➤	E-portfolio Pres. 10%
➤	Presentation 15%
❖	Minimum zona 21%

Bibliography	
✚	The Adult Learner by Holton III Ed.D, Elwood F., Ph.D., Malcolm Knowles and Ph.D., Richard A. Swanson (May 31, 2012) Amazon
✚	Adult Learning Methods: A Guide for Effective Instruction by Michael W. Galbraith (Dec. 2008)
✚	Adult Learners: Understanding and Instructing by Robert E. Ripley and Marie J. Ripley (Jan. 4, 2010)
✚	Search Ebooks, Totally free Ebooks Send ebooks to add in this Librarywww.ebooksgo.org/
✚	http://newfreebooks.com/pdf/pedagoqy-andragoqy/
✚	http://www.conseho.com/wp-content/uploads/2012/07/Malcolm-Knowles-Research.pdf

Generalities	
➤	80% of attendance to the course is required for final work presentation.
➤	Punctuality and no extra opportunities will be given.
➤	Class starts sharp on time.
➤	Absenteeism is penalized. No work will be accepted unless proven absence.