

**A comparison of the assumptions of pedagogy and andragogy**

	<b>Pedagogy: the art, science, or profession of teaching</b>	<b>Andragogy: the art and practice of helping adults learn</b>
<b>The learner's self-concept</b>	<i>Dependent on others.</i>	<i>Moves towards independence--self-directing.</i>
<i>Relationship between teacher/learner</i>	Learner is dependent on the teacher.	Learner is responsible for his/her own learning.
<i>Teacher's role</i>	Teacher assumes responsibility for what is taught and how it is learned.	Teacher is head learner: encourages, nurtures learners' journey.
<b>The learner's experience</b>	<i>Limited, therefore of little worth.</i>	<i>A rich resource for learning.</i>
<i>Teaching methods</i>	One-way communication focused on baseline knowledge.	Incorporate learner experience: can include discussion, problem-solving etc.
<b>Readiness to learn</b>	<i>Learning has delayed applicability, based on societal expectations.</i>	<i>Adults learn what they need to know now.</i>
<i>What the learner needs to know</i>	Oriented around a child's developing capabilities, students learn what they need in order to advance to the next level.	Learner decides what they need to learn. May be triggered by life changes and significant events.
<b>Orientation to learning</b>	<i>Learning is subject-centered, sequential.</i>	<i>Learning is problem-centered;</i>
<i>How the learning is organized</i>	Focus is on conceptual learning, building a body of knowledge.	organized around life/work situations rather than subject matter units. Learner must find subject relevant to life circumstances, interests.
<b>Motivation to Learn</b>	<i>Is externally imposed</i>	<i>Motivation is internal, for self-esteem, recognition, quality of life, self-actualization, entertainment.</i>
<i>Why learn</i>	by school system, competition for grades, consequences of failure.	

Adapted from the encyclopaedia of informal education [www.infed.org]