



Digital Community and Innovation
in Adult Education and Basic Skills



Seminar "The Challenge of Adult Education"
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**ERASMUS+ DILABS : "FROM PEDAGOGY TO
ANDRAGOGY: THE CHALLENGE OF ADULT EDUCATION"**

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Digital Community and Innovation in Adult Education and Basic Skills



Topics



FROM PEDAGOGY TO ANDRAGOGY

ANDRAGOGY AND PAULO FREIRE

WHAT IS THE “ROLE” OF THE ADULT EDUCATOR?

WHAT ARE THE TEACHING PRACTICES?

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ANDRAGOGY

- WHAT IS IT?
- WHY DID IT AROSE?
- WHAT DOES IT STAND UP FOR?
- WHAT DOES IT SUGGEST?

FROM PEDAGOGY TO ANDRAGOGY

- Andragogy has to be understood as the philosophy, science and technique of adult education;
- Derived from the Greek words andros(male) + agein(lead) + logos (treatise, science);
- Andragogy presents a clear and objective vision of the specific features of the adult educational process by differentiating them from the aims and objectives of teenagers and children education;
- It suggests a more congruent educational approach by considering adults' biographical, psycho-emotional, economic, social and political characteristics ;
- It pays special attention to the circumstances and living conditions of adults, to their experiences and background.

Indicators making andragogy different

1. “Need-To-Know”
2. Self-concept
3. Role of experience
4. Willingness to learn
5. Learning guidance
6. Motivation

“Need-To-Know”

- Unlike children and teenagers, adults have self-interests corresponding to issues and situations they identify in their lives;
- Organising educational processes that take this characteristic into account implies that the studied themes (the contents) are related to the interests and needs of the adults.

Self-concept

- Adult developmental characteristics reach a stage where the individual acquires a certain degree of independence.
- Therefore, adults should get involved (empowered) in planning their learning process. The learner must decide what he/she wants to learn and how he/she wants to do it.

Role of experience

- Unlike children and teenagers, adults experienced many things.
- Whether on their own or in working groups, this wide range of experiences can (and should) be a learning resource. It should be explored as a "reflection / analysis" (knowledge building) of the experience lived individually, or as a learning interface for other people.

Willingness to learn

- Adults are willing to learn according to the personal goals they set for themselves;
- It is therefore important to emphasise the functional sense of the newly acquired skills.
- Adults are more motivated to learn when they understand the advantages and benefits of a certain level of knowledge, as well as the consequences of their ignorance.

Learning guidance

- Adults expect a practical and immediate application of what they have learnt; they show very little interest in knowledge that will only be useful in a distant future;
- Pedagogical practices must therefore be developed to connect new learning to daily situations, and thus allow knowledge to be transposed into situations where its relevance can be justified.

Motivation

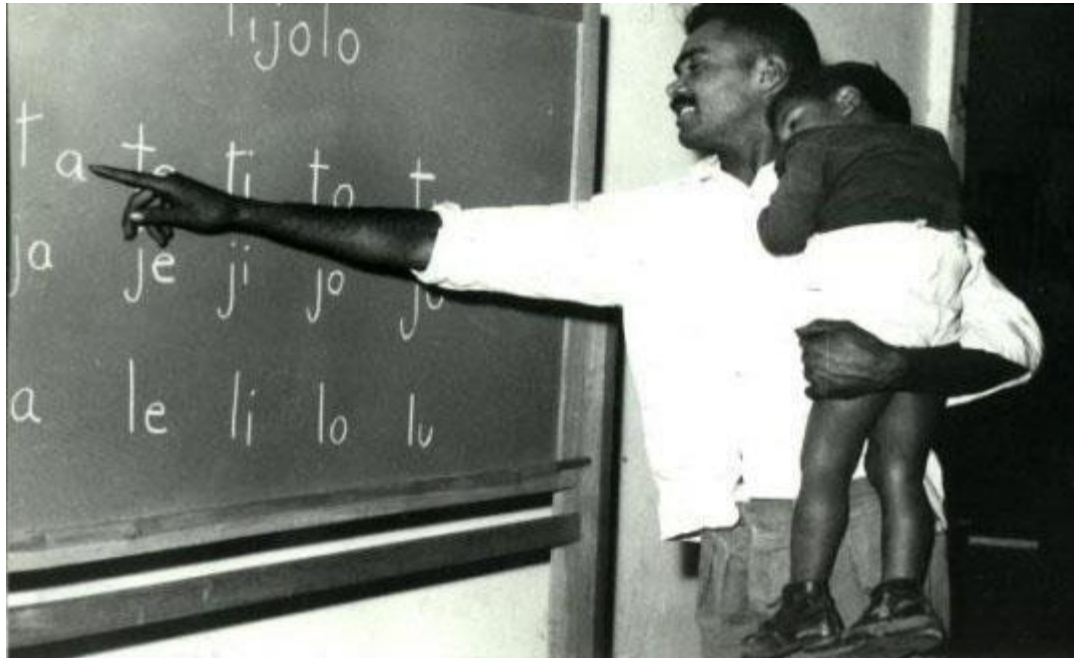
- Unlike children and young teenagers who are more sensitive to external stimuli (**extrinsic motivation**), adults have an **intrinsic motivation** which fits with their objective in order to achieve the goals they have set for themselves.
- It is therefore important to take motivation into account and integrate it into the educational processes.

“No one educated anyone, no one educates himself alone, people educate each other, mediated by the world”

(Freire, 1968).

ANDRAGOGY AND PAULO FREIRE

Paulo Freire's method



Method steps

- **Research step:** joint research (between the learner and the educator) of words and themes that are more significant to adults, to their vocabulary and community.
- **Thematisation step:** moment of world awareness through the social importance of themes and words.
- **Questioning step:** step in which the educator challenges the learner to overcome his/her “magic” and “uncritical” vision of the world in order to be truly aware of it (EMPOWERMENT).

WHAT IS THE “ROLE” OF THE ADULT EDUCATOR?

In Adult Education, the role of the educator and particularly in an ANDRAGOGICAL scenario, is that of a **facilitator** who:

- Generates mutual trust between himself/herself and the learners as well as between the adults themselves;
- Provides an environment of freedom to give room for doubts, "conflicts" and debates ;
- Organises and "offers contents", texts and references;
- Suggests methodologies and learning processes;
- Sees himself/herself as a flexible resource, such a counsellor, someone who guides, an individual who is more experienced in the sector ;
- Takes initiatives on the basis of sharing his/her own experiences;
- Is the first to express his/her own limits.
- Encourages adult learning through research: he/she asks more questions and gives fewer answers;
- Prefers varied questions leading to questioning;
- Finishes the class by summarising: what have we built?

“To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge” (Freire, 1996).

TEACHING PRACTICES IN AN ANDRAGOGICAL EDUCATION

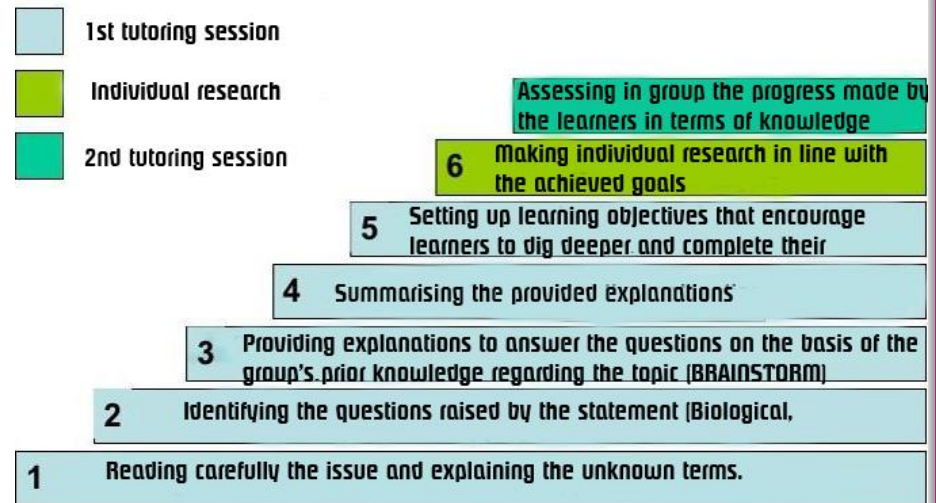
“Learning Conversations” (Questioning for learning)

- **This process is based on questioning about a given topic / issue;**
- **It can be used to develop a content, or to interact with the learner, leading him/her to ask questions and reflect on a given issue;**
- **It emphasises knowledge** which have already been acquired by the learners;
- **More importantly:** The educator is not “all-knowing”.... All the answers include something that should consolidate what learners already know on the topic and expand their knowledge.

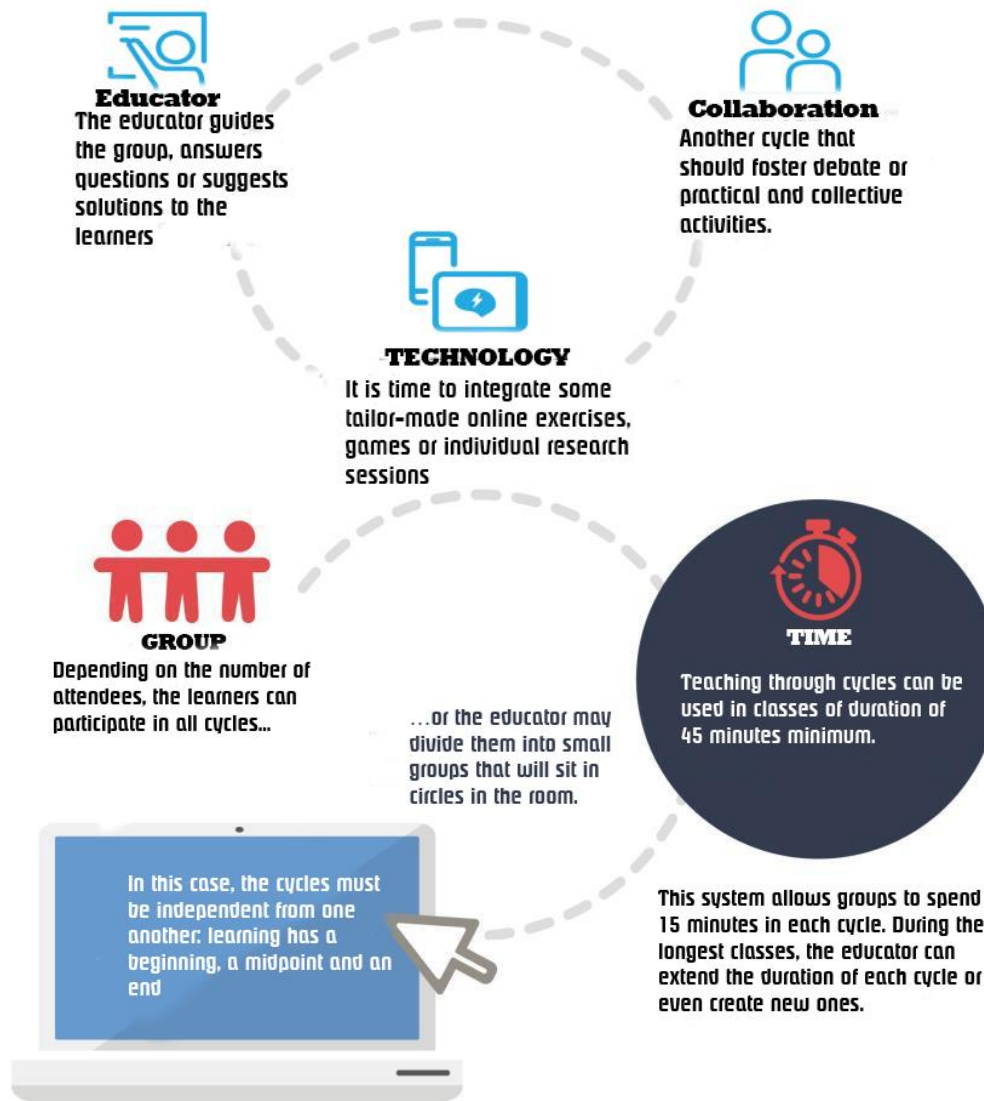


“Problem Based Learning ” (PBL)

- Problem-Based Learning is commonly used in vocational training contexts;
- It promotes the development of group work skills and stimulates individual research in accordance with the interests and pace of each learner ;
- Learning is focused on the learner, who shifts from the role of a passive receiver to that of a stakeholder, mainly responsible for his/her own learning;
- The educator acts as a tutor (or facilitator) in the work groups and not only has the opportunity to get to know the learners well but also to maintain a very strong connection with each one of them.



Rotations by Learning Cycles



Rotations by Learning Cycles

- **Knowledge cycle** – moment when the educator guides the group, answers the questions and challenges the learners.
- **Research cycle** - learners take up the challenge laid down by the educator, using technology (search engines, social networks, forums, websites, etc.) and get a result. If necessary, the educator can prepare beforehand some online challenges, tailored to each team.
- **Sharing cycle** - each team promotes debate, launches dynamics and practical activities in order to extend the knowledge acquired in the other cycles. The goal is to share with the other teams the knowledge and experience gained, data and information found during research as well as the solution to the problem.

“Peer Tutoring”

- Tutoring is a teaching-learning situation between two people based on behaviour, help, support and guidance actions.
- It implies an asymmetrical relationship, since one people in the pair coordinates the activity. The learner who possesses the greatest knowledge, skills and abilities in relation to the goal to be achieved is the one who assumes the role of ‘educator’.





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