

Andragogy in Adult Education

Maricel Manglicmot Capstone Project

Analysis by Team Up 4 Anything

March 2, 2023



Jessica
Foley



Caitlin
Binder



Jeremy
Olguin



Mandy
Philbrick



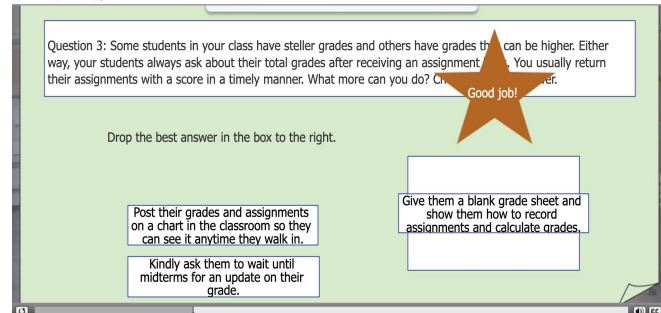
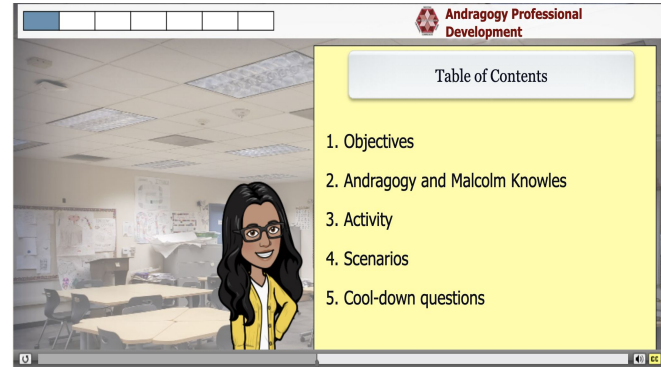
Tricia
Delph

Andragogy Professional Development

by: Maricel Manglicmot

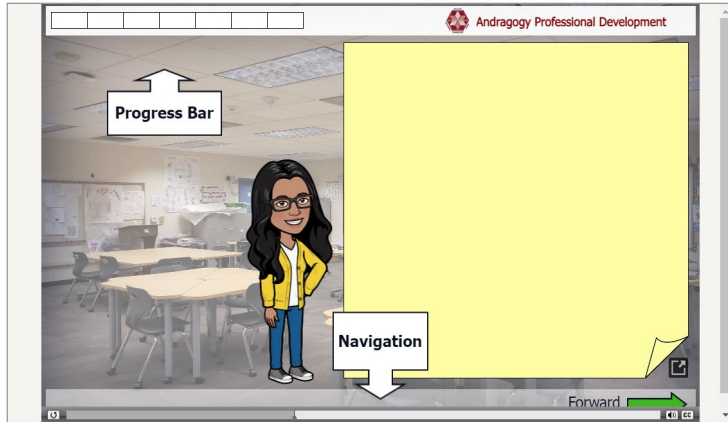
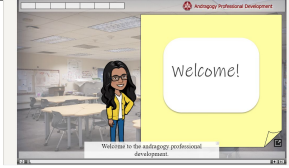
Course includes:

- Table of contents
- Intro quiz
- Content slides
- Drag and drop questions
- Button questions
- Discussion board
- Credits
- Job aid



The 5P Rubric

- **Presentation**
- **Practice**
- **Production/Posting**
- **Participation/Collaboration**

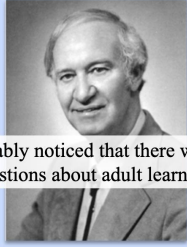


Behaviorism

- E-learning, asynchronous platform = lecture style
- Straight forward presentation of material
- Frequent knowledge checks to assess understanding after each principle

What Is Andragogy?

- ⇒ The study of adult learning
- ⇒ Contrasts pedagogy



You probably noticed that there were some questions about adult learners.

Question 1 1 / 1 pts

Which is TRUE about adult learners' self-concept?

Correct!

- ☒ Adult learners are motivated.
- ☐ Teachers make all the decisions for their students.
- ☐ Adults are unmotivated.

Quiz Score: 1 out of 1




Andragogy Professional Development

Adult Learning Principle #1: Self-Concept

Adults learners are:

- Self-directing
- Responsibility for their own learning
- Make their own decisions
- Uses previous experience
- Motivated to learn

The first principle shows that adults are self-directed,



Cognitivism

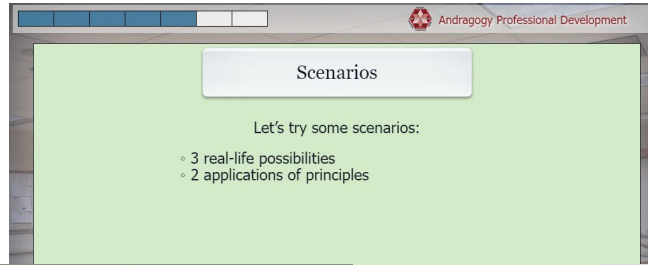
- **Cognitivist application** follows initial behavioral learning
- Final scenario quiz questions require learner to think critically, appropriately identifying the “**objectivist**” **right answer**
- Built on cognitivist framework: **Gagne’s Nine Events of Learning**



Mind = Computer

Examples of Cognitivism

Eliciting Practice



Back to the Warm-up

Question 1: Your student always comes early and leaves later than others to ask questions about the assignments. She often struggles to understand new concepts, and has low quiz and tests scores. You both know that she will have a hard time on the upcoming midterm. How can you help her? Choose the best answer.

the best answer in the box to the right.

See what interests her and apply that knowledge to the assignment.

Send her to a tutor to give her extra support outside of class.

Give her extra practice assignments so she gets a solid idea about the midterm.

Reset

Submit



Scenario 4

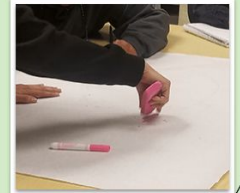
In her syllabus, Ms. Smith outlines that students are able to turn in their homework late. They are also able to redo their assignments, including tests and bookwork, as many times as needed for a higher grade. Which principle is being applied here?

Principle 1: Self-concept

Principle 2: Experience

Principle 3: Readiness to Learn

Principle 4: Orientation to Learning




The other ism's


Constructivism, Connectivism, and Collaborativism



- Single opportunity to use what you have learned, construct a scenario, and post to a discussion forum
- Collaboration possible in the discussion board by giving and receiving feedback
- Other feedback elements presented in this course are from instructor to student

Examples of Constructivism, ~~Connectivism, and Collaborativism~~

Process what you have learned and collaborate/reflect with your peers.





Your Turn! 


3


3


Maricel Manglicmot
All Sections

For this final activity, write a scenario that could be solved by applying one of the four principles set by Malcolm Knowles. Then, reply to one of your colleagues with an answer to one of their scenarios. This section should only take you 10-15 minutes.


Unread






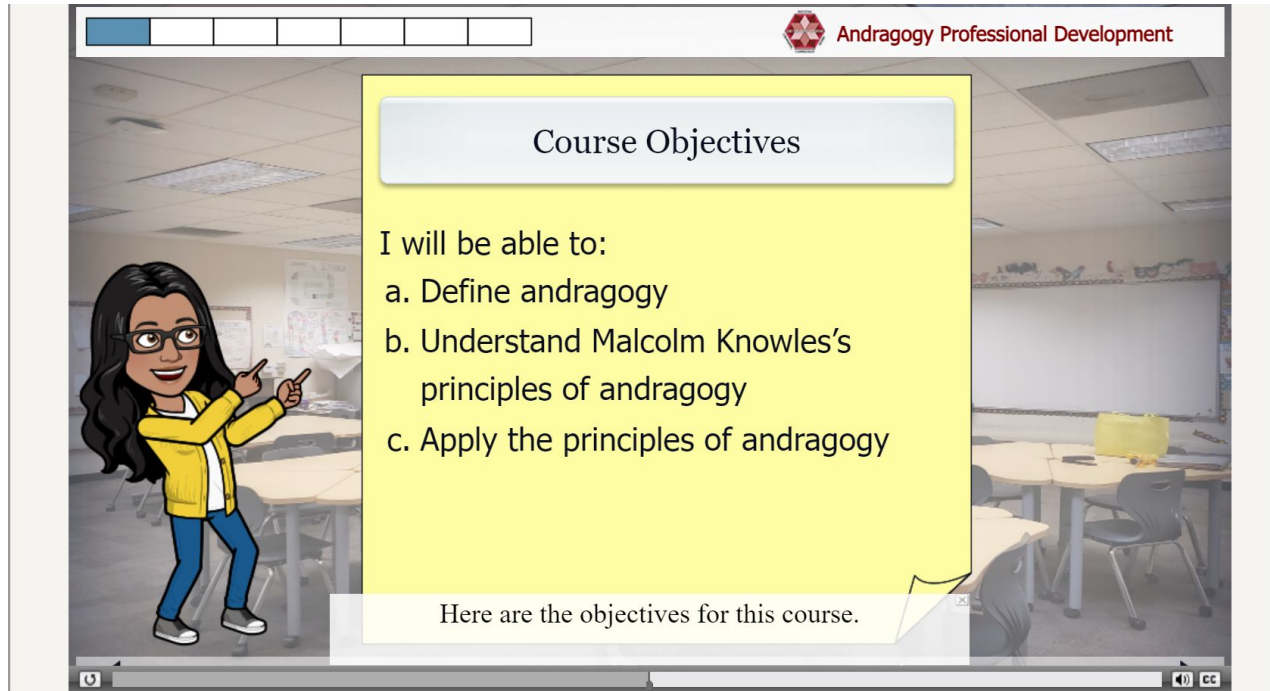
 Reply

Replies are only visible to those who have posted at least one reply.

 Previous

Next 

Objectives Achieved!



The screenshot shows a video player interface. At the top, there is a progress bar with a blue segment on the left and a red hexagonal logo followed by the text "Andragogy Professional Development". The video content depicts a classroom with a whiteboard and several tables. A cartoon character of a woman with long dark hair, wearing glasses, a yellow jacket, and blue pants, is pointing towards a large yellow rectangular box. This box contains the text "Course Objectives" in a grey header, followed by "I will be able to:" and a bulleted list of three objectives. Below the list, a white speech bubble contains the text "Here are the objectives for this course." The video player controls at the bottom include a play button, a volume icon, and a Creative Commons license icon.

Andragogy Professional Development

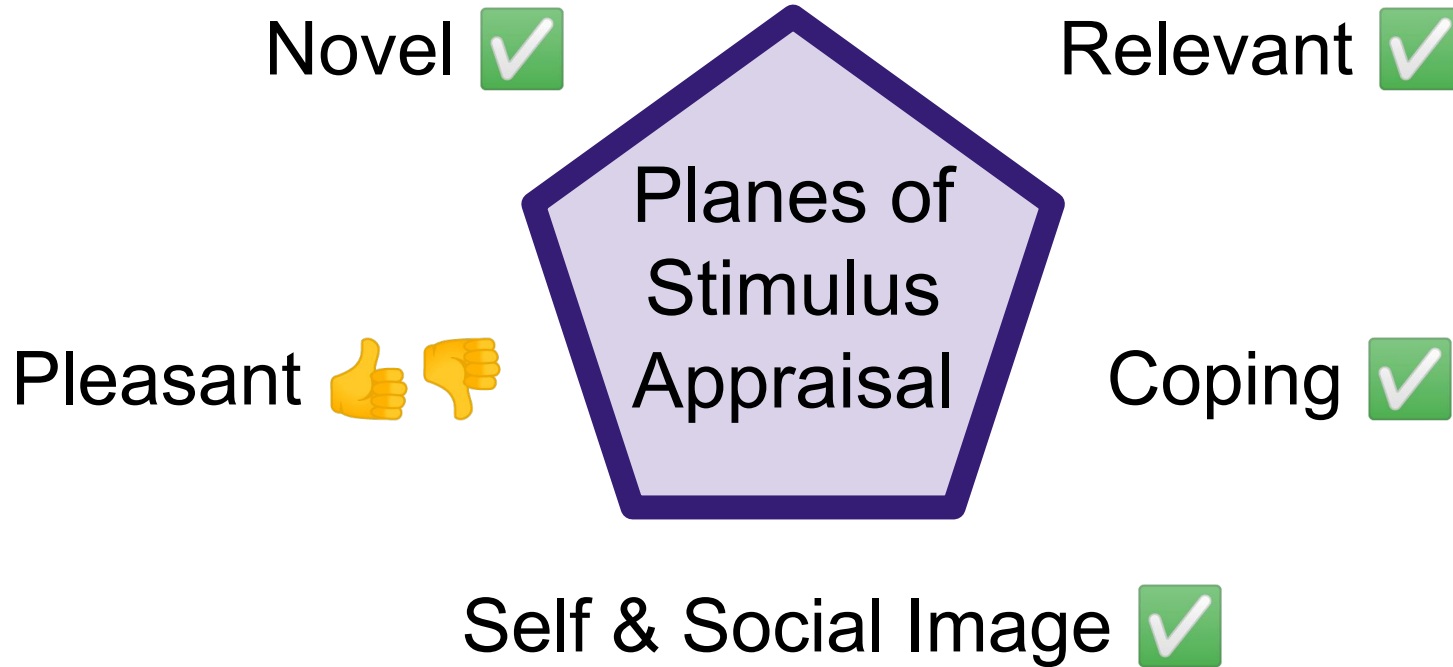
Course Objectives

I will be able to:

- a. Define andragogy
- b. Understand Malcolm Knowles's principles of andragogy
- c. Apply the principles of andragogy

Here are the objectives for this course.

Shumann/Scherer Model



Enhancements

- Capitalizing on online **community boards** (ones that allow asynchronous engagement)
- Encourage learners to construct their own meanings by including more **critical thinking** opportunities
- To create more community engagement (Vygotskian social constructivism), further assessments of existing social structures could support integration



Enhancement Examples

- The Emotional connection to the material could be enhanced by **Contiguity, Redundancy, and Personalization**

Adult Learning Principle #1: Self-Concept

Adults learners are:

- Self-directing
- Responsibility for their own learning
- Make their own decisions
- Uses previous experience
- Motivated to learn



Adult Learning Principle #1: Self-Concept

Teachers can:

- ⇒ create a learning environment that supports self-concept
- ⇒ involve students in their learning process
- ⇒ allow the students to help each other learn
- ⇒ include self-evaluation
- ⇒ treat the students with respect



References

Bitmoji.com/stickers utilized for avatar creations

Clark, R. C. and Mayer, R. E. (2016). *E-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (4th ed.). Wiley.

Deubel, P. (March 2003). *An investigation of behaviorist and cognitive approaches to instructional multimedia design*. Computing Technology for Math Excellence.
https://www.ct4me.net/multimedia_design.htm

Driscoll, M.P (2005) *Psychology of Learning for Instruction*. Toronto, ON: Pearson.

Fischer, D. (2020, Jan 16). *The Neurochemistry of the Motivational System*. [PowerPoint].

Harasim, L. (2017). *Learning Theory and Online Technologies* (2nd Ed.). Routledge.

Manglicmot, M. (2021, Dec 14). *Andragogy in Adult Education: Capstone report*. California State University Monterey Bay.

Western Governors University. (2021, May 27). *Connectivism Learning Theory*.
<https://www.wgu.edu/blog/connectivism-learning-theory2105.html#openSubscriberModal>