

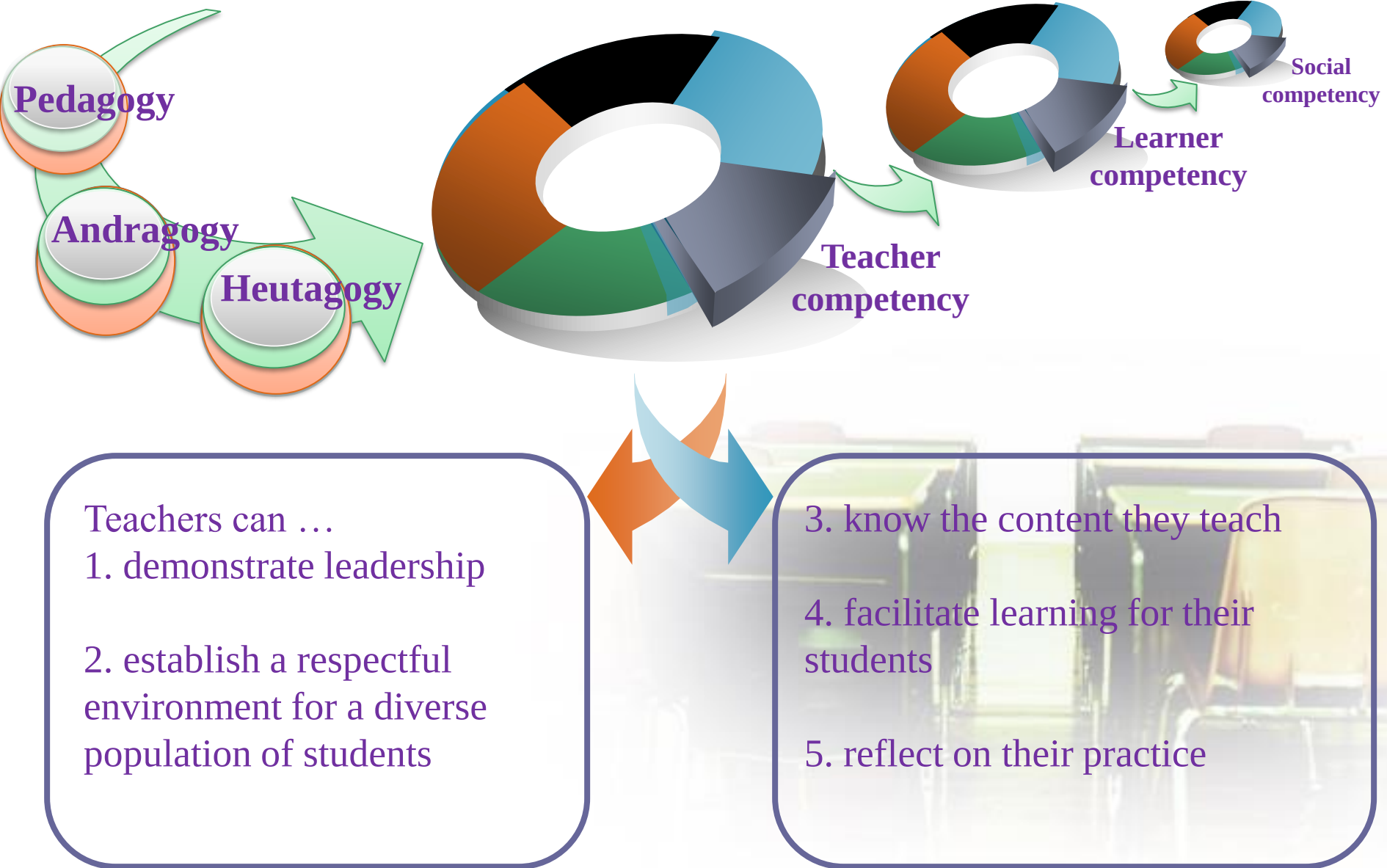


Pedagogical approaches

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Outline



Pedagogy



Pedagogy is “the art (and science) of teaching child learners to follow the teacher.”

Generally, it involves the quality teaching - conveying knowledge and skills in ways that the child learners can remember, understand, apply, analyze, evaluate, and create what they have learned.

(Knowles, 1980 as cited in Blaschke, 2012)



Pedagogy provides clear essential skills for teachers:

1) Classroom management

- Transparent
- Create great learning environment
- Know students – not just teaching
- Reflect on teaching and identify what works and does not work.

2) Content knowledge

- Factual knowledge
- Conceptual knowledge
- Procedure knowledge
- Meta-cognitive knowledge

(Knowles, 1980 as cited in Blaschke, 2012)

Pedagogical knowledge



Pedagogy also provides essential knowledge:

- Knowledge of philosophy, theories, practices, and process that guide teaching and learning.
- Knowledge of teaching strategies – a teacher should know who, when, and how to teach and understand “how a topic is organized, presented, and adapted to students diverse interests and abilities.”

(Knowles, 1980 as cited in Blaschke, 2012)



1

Constructivist Approach

- Put students at the center of the learning process
 - The teachers only facilitate the process
- ➔ The students discover and learn by solving problems to develop new ideas and concepts based on their knowledge

Note: Limited conversation



2

Reflective Approach

- Teachers keep a regular check on their teaching pedagogy to check the suitability
- Teachers develop the teaching content deeply.
- This is more suited to serve as a model approach for all.



3 Collaborative Approach

- Students work as a small team
- Students work as a pairs
- Teachers are ready to help

Note: Isolated learners learn less
Than earners working
together.



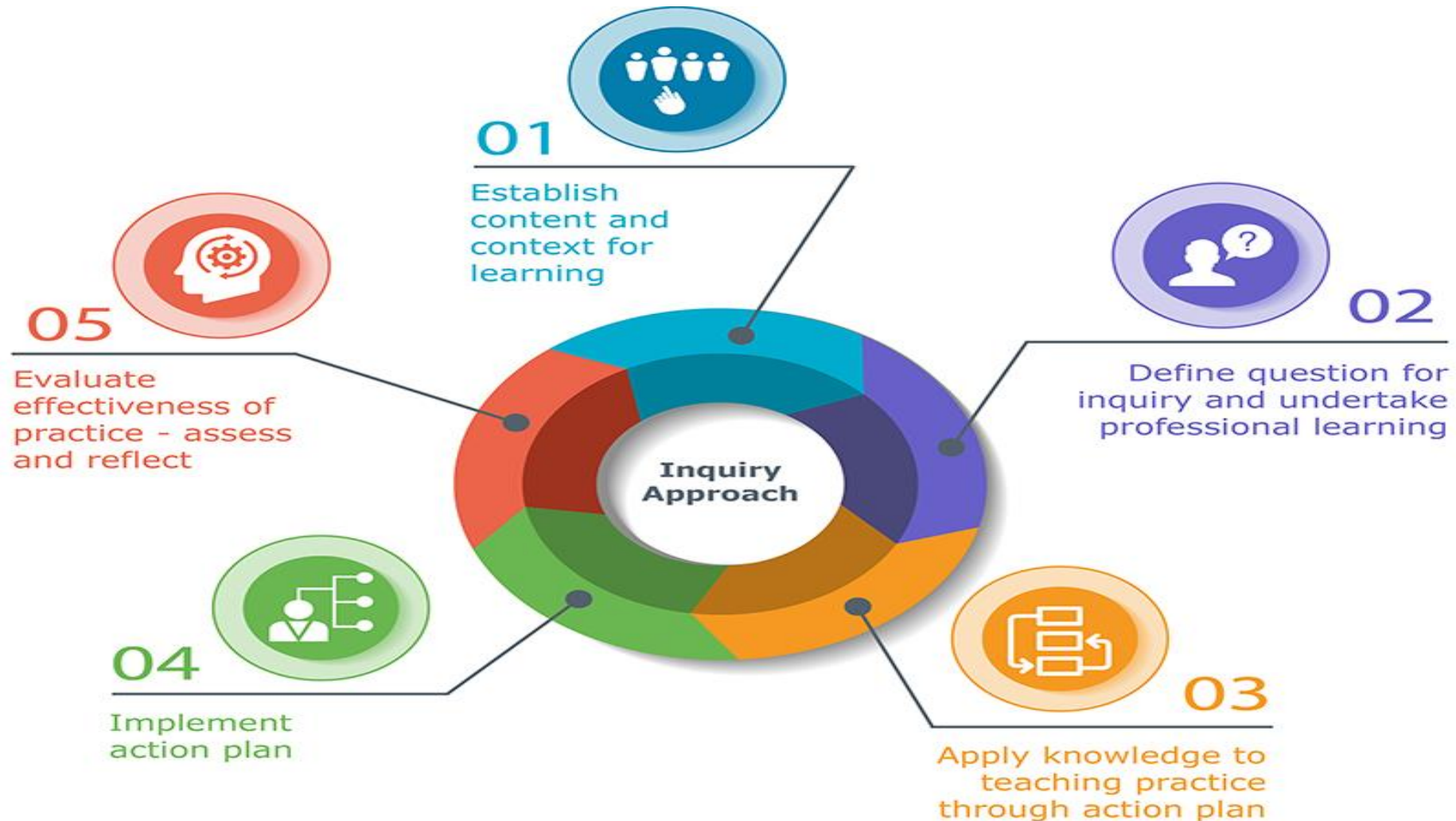
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Integrative Approach

- Students learn from theories and real-world
- They learn with a goal to improve their knowledge in a subject
- They can find the meanings of teaching and learning



5 Inquiry-Based Approach



Andragogy



Andragogy is “the art (and science) of teaching adult learners to be self-directed learners.”

Thus, it involves being able to facilitate knowledge and skills in ways that learners are involved in developing the capacity to become more self-directed in his/her learning.

(Knowles, 1980 as cited in Blaschke, 2012)



Andragogical Assumptions



1.

The need to know

- *Learners want to know why they need to learn things before learning it.*

2.

The learners' self-concept

- *Learners like to thrive in independent learning.*

3.

The role of learners' experiences

- *Teachers should build learning on prior experience.*

4.

Readiness to learner

- *Learners are attracted to situations where learning objectives are clear.*

5.

Orientation to learning

- *Teach learners knowledge and skills that can immediately apply to and improve the work they are doing.*

6.

Motivation

- *Support learners stems from internal motivation rather than external pressure to boost their self-esteem, new skill development, etc.*

- ...develop cooperative learning environment
- ...involve adult learners in the setting goals
- ...diagnose Adults Learners' needs and interests
- ...help the learners formulate teaching and learning objectives
- ...design sequential learning experience to meet the objectives
- ...meet objectives with materials and resources
- ...evaluate the quality of learning and impact on future learning

(Knowles, 1980 as cited in Halupa, 2015)

Heutagogy



Heutagogy is “the art (and science) of teaching adult learners to be self-determined learners.”

So in heutagogy, learners are at the center of their own learning, which means, supporting students in defining their own learning path.

It also equips students with skills that will help them transition into the workforce.

(Knowles, 1980 as cited in Blaschke, 2012)

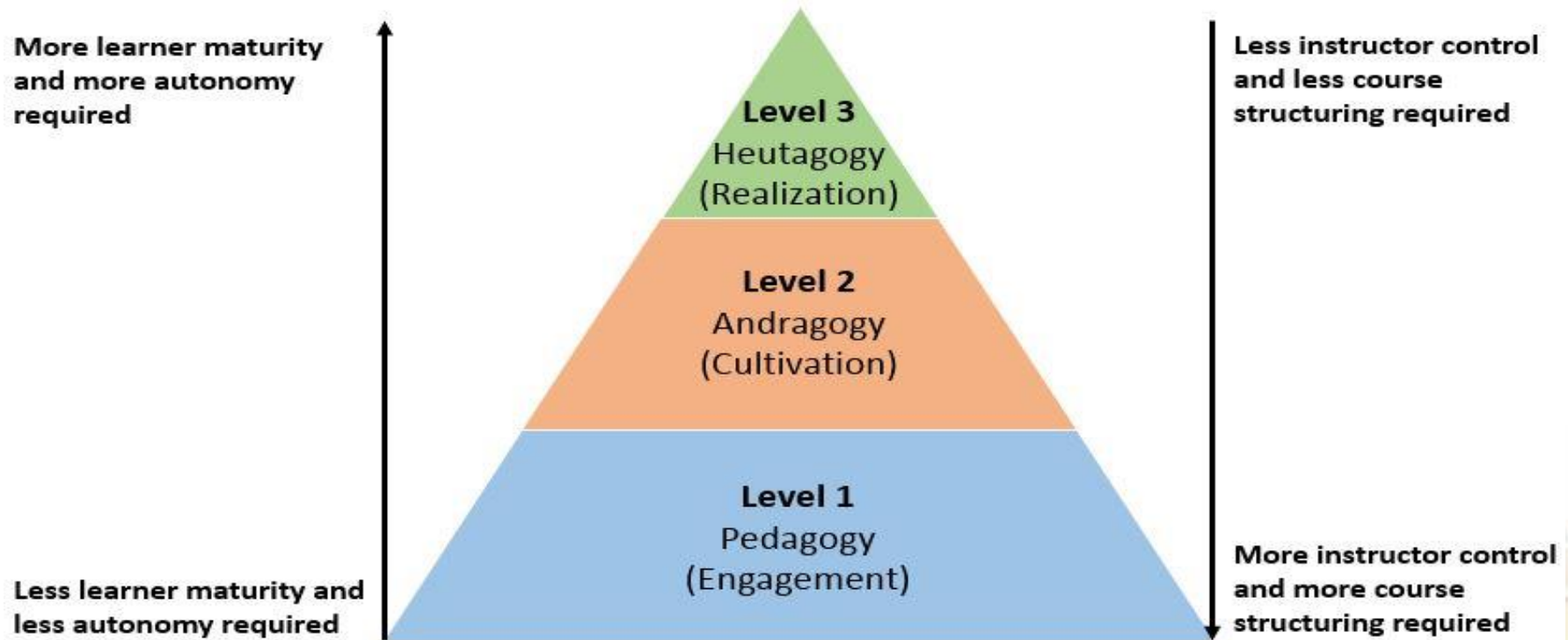
Heutagogical Approaches



- 1 Explore and learn from self-chosen and self-directed action
- 2 Advance beyond own discipline
- 3 Self-determined learning
- 4 Knowing how to learn is a fundamental skills
- 5 Educators focus on process rather than content
- 6 Avoiding learning that is educator-centered
- 7 Move into the world of the learner

(Thais, 2018)

The evolution from pedagogy to heutagogy



Pedagogy – *Start with a known subject, the delivery of which a teacher is confident with*

Andragogy – *Negotiate with the learners how they might study that subject in ways that motivate them*

Heutagogy – *Offer creative ways in which they might express what they have learned*

Summary



Concept	Pedagogy	Andragogy	Heutagogy
Learner's role	Dependent	Self-directed	Self-determined
Teacher's role	Delivers Knowledge	Facilitates knowledge	Develop learners capabilities
Experience	No	Yes	Yes
Activities	Content-based	Problem-based	Pro-active and problem-oriented
Learning process	Linear	Linear with feedback	Heuristic

Summary



Concept	Pedagogy	Andragogy	Heutagogy
Curriculum	Simple to complex	Competency-based	Capability-based
Motivation	External	Internal	Knowing how to learn
Knowledge	Done without questions	Must understand why it is important	Must understand how to create knowledge
Readiness to learn	Learn what society expects	Learn what they need to know	Redefine their learning needs as they learn
Focus	Subject-centered	Problem-centered	Seeking real world

(Knowles, 1980 as cited in Blaschke, 2012)



Thank You !



Q & A