



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# The "Super Six" Principles of Andragogy

Take Your Program From Good To Great

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Welcome!



June Rall  
IPDAE Director



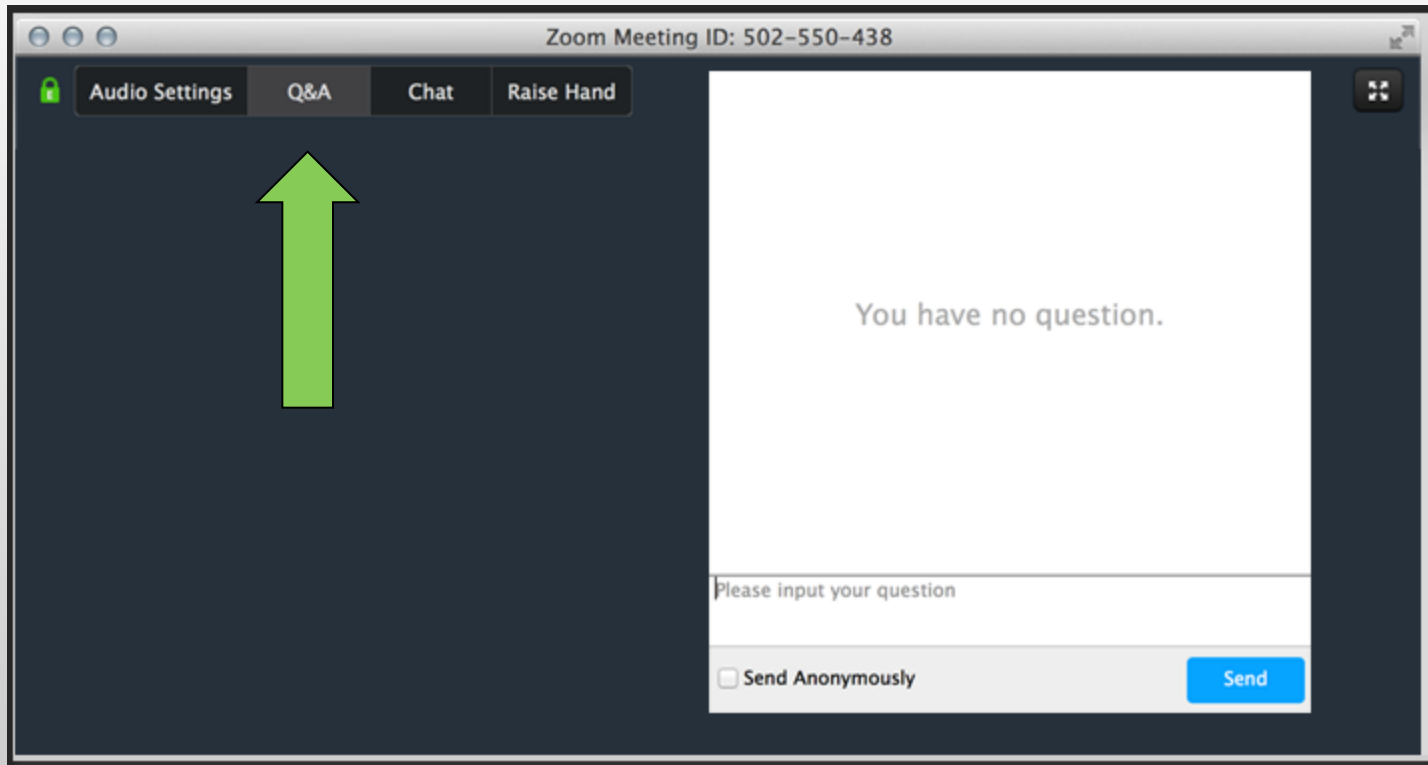
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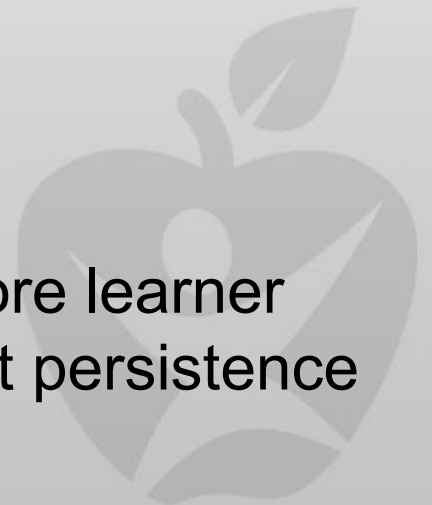
- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

## Target Outcomes

- Know and understand the six principles of andragogy
- Recognize how these principles differ from pedagogy
- Learn strategies to bring the principles into action in your classroom
- Receive planning tools to help seamless implementation, that ultimately creates more learner motivation, program retention, and student persistence leading to the outcomes you want



## Andragogy: A Brief History

- Term *andragogy* first used by German High School Teacher Alexander Kapp (1833) to describe educational theory of Greek Philosopher Plato. More than just teaching adults, making sure each individual rises to their full potential, for self-actualization, and for the benefit of society. It's about excellence.



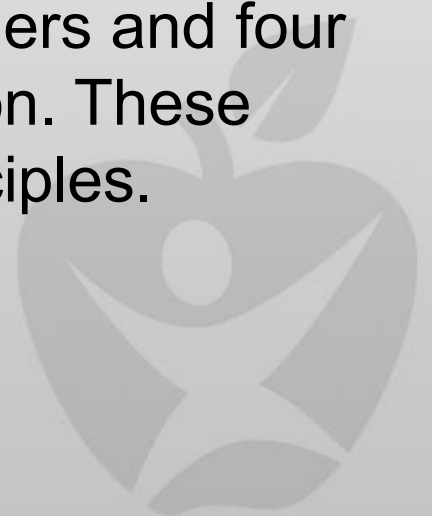
## Andragogy: A Brief History

- Eugen Rosenstock-Huessy (1925) developed the theory of adult education being derived from necessity, taking history and theory and moving them towards practical application of learning.



## Andragogy: A Brief History

- Malcolm Knowles (1967) expanded on this foundation to explain his theory on adult education, refocusing the distinction between pedagogy and andragogy as being process driven instead of content driven. This theory included five assumptions about adult learners and four principles to guide the planning of instruction. These have been condensed into six guiding principles.





## Pedagogy & Andragogy a Comparison

Myth: Andragogy is the same as pedagogy, but for adults.

Truth: Andragogy has unique characteristics, goals, and approaches that are designed specifically with the adult learner in mind. Many AGE teachers approach instruction from a *traditionally* pedagogical perspective, and it causes lessened learner outcomes, and a decrease in learner motivation and persistence.

## Pedagogy & Andragogy a Comparison

Pedagogy	Andragogy
<p>The learner is dependent on the teacher. Teacher is the evaluator and responsible for learning.</p>	<p>Learner is self-directed and capable to self-assess and take responsibility for learning.</p>
<p>Learners bring little background knowledge. Teacher has most influence as peers lack also.</p>	<p>Learners' experiences set the foundation for learning, equal opportunity to learn from peers.</p>
<p>Learning and advancement is prescribed based on curriculum.</p>	<p>Learning is differentiated, based on life circumstances, and serves to fill gaps, not instruct comprehensively.</p>
<p>External motivation such as parents and teachers.</p>	<p>Internal motivators such as quality of life, recognition, self-esteem, and mastery.</p>
<p>Acquire subject matter and content.</p>	<p>Acquire applicable knowledge and relevant skills.</p>

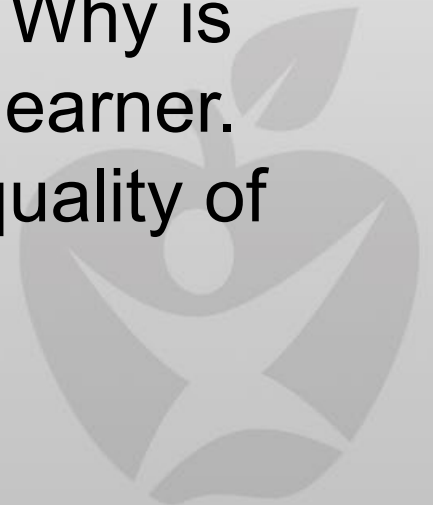
# The Prerequisite Principle

- ❖ Adults Must Want to Learn
  - ✓ They learn best when the learning is self-directed and of their choosing. This works best when they are excited and motivated to learn a new skill or type of knowledge.
  - ✓ This is an easy win for AGE practitioners so long as the learning in the classroom matches the purpose that brought the adult learner to the program.

# The “Super Six” Principles

## 1. Need to Know

- ✓ Adults want to know why the learning targets are relevant and important, in the moment, or how they tie into the overall, cumulative learning objectives. Why is this learning necessary for the learner. This could be improvement in quality of life, job performance, etc.
- ✓ WIIFM – What’s in it for me!?



## The “Super Six” Principles

### 2. Experience

- ✓ Adults will bring many experiences into the classroom, which serve as a foundation for learning. This serves as an advantage if the teacher can build upon that background knowledge by filling the gaps, rather than revisiting mastered components. There should also be opportunity for students to learn from each other and the wealth of experience.

## The “Super Six” Principles

### 3. Self-Concept

- ✓ Adult learners are not dependent. They want to have a voice in the program design and learning options. Lesson delivery is not propped up solely by the knowledge and lecture abilities of the teacher. Learning should be student centered, more directly focused on the “you do” of the gradual release model.

## The “Super Six” Principles

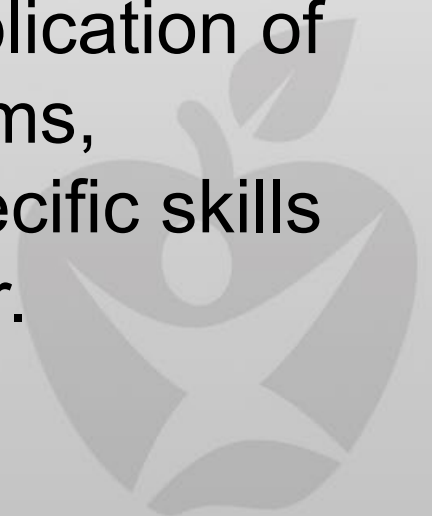
### 4. Readiness

- ✓ Adult learners need to be ready for the challenge and effort the learning process will demand. This most often comes because the adult learners recognize a problem, or envisions the realization of a goal, and that serves as the driving force for student persistence and motivation. Highlights the need for problem-based learning over knowledge development.

## The “Super Six” Principles

### 5. Problem Orientation

- ✓ Andragogical learning should not be focused on the acquisition of stored knowledge and content. Rather, it must be focused on the practical application of that knowledge to solve problems, perform tasks, and develop specific skills through practice, trial, and error.





## The “Super Six” Principles

### 6. Intrinsic Motivation

- ✓ Intrinsic motivation is stronger than extrinsic motivation. Instructors can take advantage of this higher level of motivation to improve learner outcomes through determination and effort. Motivation will guide student choice and perseverance only as long as learning opportunities connect to purpose.

# Planning Tool

## Principle 1 – Need to Know

- How will you make clear to your adult learners how the lesson is important to their purpose for participation? What's in it for them?

## Principle 2 – Experience

- What range of experiences are my adult learners bringing into the classroom that could help (or hinder) achievement of the learning target? How do I determine what gaps exist, and what areas of expertise already exist? How can I create an activity that will allow the students to share their knowledge and learning with each other?

## Principle 3 – Self-Concept

- How can I provide some student autonomy with the direction of the learning or through an assignment choice? How will I help students self-assess their progress?

# Planning Tool

## Principle 4 – Readiness

- How will I connect the content to immediate real life problems and needs (or better yet, facilitate students making that connection)?

## Principle 5 – Problem Orientation

- What activities and student centered assignments will I employ to minimize teacher talk and maximize student opportunity to acquire application and not just content theory?

## Principle 6 – Intrinsic Motivation

- Have I aligned the lesson choices appropriately with the various student motivations for program participation, applied self-assessment strategies, and the above principles?

# IPDAE Training

- [Assessing Student Progress Tool Kit](#)
- [IPDAE IET Resource Page](#)
- [Moving IET Awareness for Beginner's to Contextualized Application in any Program](#)
- [Developing a Single Set of Learning Objectives in IET](#)
- [Digital Literacy and Distance Learning](#)
- [IPDAE Career Pathway Institute Signup - Free](#)



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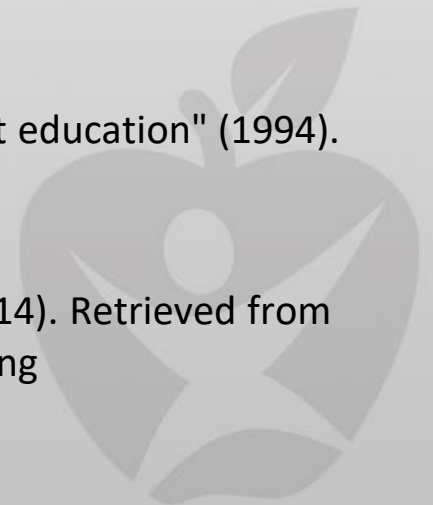
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