

## A Comparison of Assumptions and Process of Teacher-Directed (Pedagogical) and Self-Directed (Andragogical) Learning

(to be read as poles on a spectrum)

### Assumptions

About	Teacher-Directed Learning	Self-Directed Learning
concept of the learner	dependent personality	increasingly self-directed organism
role of learner's experience	to be built on, more than used	rich resource for learning
readiness to learn	varies with levels of maturation	develops from life tasks and problems
orientation to learning	subject-centered	task or problem-centered
motivation	external rewards and punishments	internal incentives, curiosity

## Process Elements

Elements	Teacher-Directed Learning	Self-Directed Learning
climate	formal authority-centered competitive judgmental	informal mutually respectful consensual collaborative supportive
planning	primarily by teacher	by participate decision-making
diagnosis of needs	primarily by teacher	by mutual assessment
setting goals	primarily by teacher	by mutual negotiation
designing a learning plan	content units course syllabus logical sequence	learning projects learning contracts sequenced in terms of readiness
learning activities	transmittal techniques assigned readings	inquiry projects independent study experiential techniques
evaluation	primarily by teacher	by mutual assessment of self-collected evidence

The body of theory and practice on which **teacher-directed** learning is based is often given the label "**pedagogy**," from the Greek words paid meaning child and agogus meaning guide - thus being defined as the art and science of teaching children.

The body of theory and practice on which **self-directed learning** is based is coming to be labeled "**andragogy**," from the Greek word aner meaning adult - thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.

\*This material is from Self Directed Learning by Malcolm Knowles.