Excerpts from Minor, M. (2008). *Church Leaders' Resource Guide*. Unpublished manuscript.

Section IV. The Art and Science of Teaching: The Differences between Pedagogy and Andragogy

Source: Timothy Brock (n.d.). DIV 6305—Ministry with Adults - Basic Assumptions Regarding Adult Learning: Pedagogy versus Andragogy. Retrieved June 18, 2008 from http://www.christianeducationnetwork.org/DivinityStudents/DIV6305MinistrywithAdults/ClassDocuments/PedagogyversusAndragogy/tabid/2575/Default.aspx

Teaching is an art and a science. There are two major approaches or styles by age: pedagogy and andragogy. Pedagogy is the art and science of teaching children. Andragogy is the art and science of helping adults (as maturing human beings) learn.

Table 5.1 Basic Assumptions		
About	**Pedagogy**	**Andragogy**
Concept of the Learner	A dependent personality	Increasingly self-directing
Role of the learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level and curriculum	Develops from life tasks and problems
Orientation to Learning	Subject-centered	Task or problem-centered
Motivation	By external rewards and punishment	By internal incentives, curiosity

To facilitate learning, teachers of children are much more "directors" of learning. Teachers lead the learning process as a person of expertise. In contrast, teachers of adult learners are facilitators of learning. Teachers coordinate exchanges of knowledge among student(s) to student(s), student(s) to teacher, and teacher to student(s).

Learning and teaching are process driven. They do not occur in a vacuum. There are seven process elements involved in the learning and teaching process.

Table 5.2 Process Elements		
Elements	**Pedagogy**	**Andragogy**
Climate	Tense, low trust, formal, cold, aloof, authority-oriented, competitive, judgmental	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive
Planning	Primarily by the teacher	Mutually by learners and facilitator
Diagnosis	Primarily by the teacher	By mutual assessment
Setting of objectives	Primarily by the teacher	By mutual negotiation
Designing learning plans	Teachers' content plans Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experiential techniques
Evaluation	By the teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

Possible Directions of Christian Maturation

Source: Kenneth Gangel and James Wilhoit (1998). *The Christian Educator's Handbook on Adult Education.* Grand Rapids, MI: Baker House.

Malcolm Knowles believed that our current practice of Christian religious instruction (which is heavily dependent on pedagogical principles) creates "**dependent Christian persons**." He also believes that a practice of Christian religious instruction moving toward andragogical principles would create "**mature Christian persons**."

Table 5.3 Possible Directions of Christian Maturation	
From Pedagogy	**Toward Andragogy**
Dependence on others for religious ideas	Ability to identify and think about religious issues for one's self
Ignorance of the traditions and literature of the Christian church	Informed understanding of the traditions and literature of the Christian church
Passive conformity to prevailing patterns of behavior of church members	Creative questing for continuously more effective ways to translate Christian ideas into behavior
Narrow interest in religious matters	Constantly expanding interest in religious matters
Selfish concern for personal problems	Altruistic concern for the welfare of others
Vague definition of personal value system	Clear and integrated perception of personal value system
Self-righteousness about state of personal religious development	Humility about the state of personal religious development
Fragmentary application of Christian ideals to life	Total application of Christian ideals to life