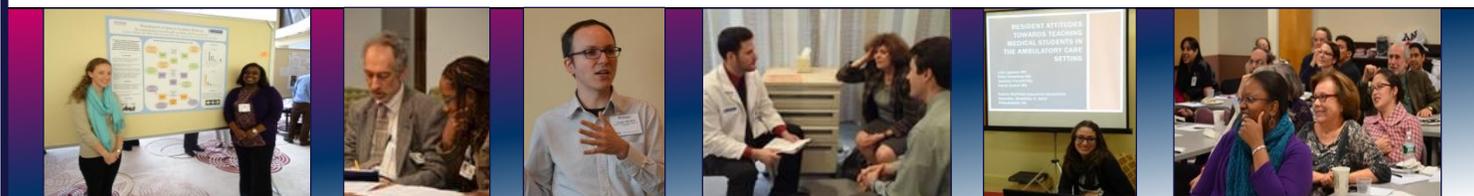


Teaching Tips

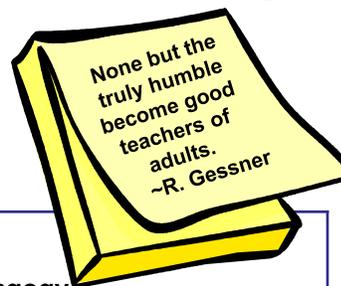
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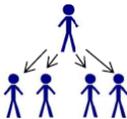
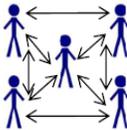
Department of Family & Social Medicine Faculty Development E-Newsletter



Pedagogy vs. Andragogy: Balancing Preceptor and Learner Directed Teaching

The word pedagogy is most commonly used to mean “method and practice of teaching”, but in its original form, it referred specifically to working with young children. The lesser known andragogy, refers to teaching strategies developed for adult learners. Though they describe different approaches to teaching, andragogy and pedagogy are not mutually exclusive, and many learners and teachers prefer a pedagogical style in some situations, and an andragogical style in others.



	 Pedagogy	 Andragogy
Instructor	<ul style="list-style-type: none"> Decides what is taught and how it is presented Presents information to the learner to build their knowledge base Often incorporates personal experiences (anecdotes) into teaching 	<ul style="list-style-type: none"> Acts as a facilitator and resources Elicits learner questions Incorporates learner experiences into teaching
Instructor might ask or say...	<p>“_____ is an important problem for you to understand. Here is an article for you to read.”</p> <p>“We have a few free minutes now. I can give you a 5 minute talk on _____.”</p>	<p>“Before your next session reflect on your knowledge base and clinical skills, then we can make a plan for the rest of the month.”</p> <p>“We have some time left. Is there anything in particular you want to discuss?”</p>
Learner	<ul style="list-style-type: none"> Relies on teacher for direction and content Is externally motivated (i.e. by grades) 	<ul style="list-style-type: none"> Regularly self-assesses knowledge skills and is open with instructors about areas for improvement / what they hope to learn Is internally motivated by desire to master skills and apply knowledge

The above table highlights the differences between pedagogical and andragogical approaches to teaching and learning, but does not address the challenges that arise when there is a mismatch in how the instructor presents information and how the student approaches learning. Students may come to clinic uninterested in primary care and want their preceptor to tell them what is important so they can do the work and receive a high grade. Alternatively, a student may be very self-directed, but the preceptor may feel more comfortable telling them what he/she thinks they should know, or is very busy and finds it difficult to elicit information from the learner and tailor the teaching accordingly.

Balance of Pedagogy and Andragogy

Asking “We saw a few patients with _____ today. What did you learn about _____? Is there anything else you’d like to know about it?” creates a teaching moment that is both focused and open.

References / Resources:

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