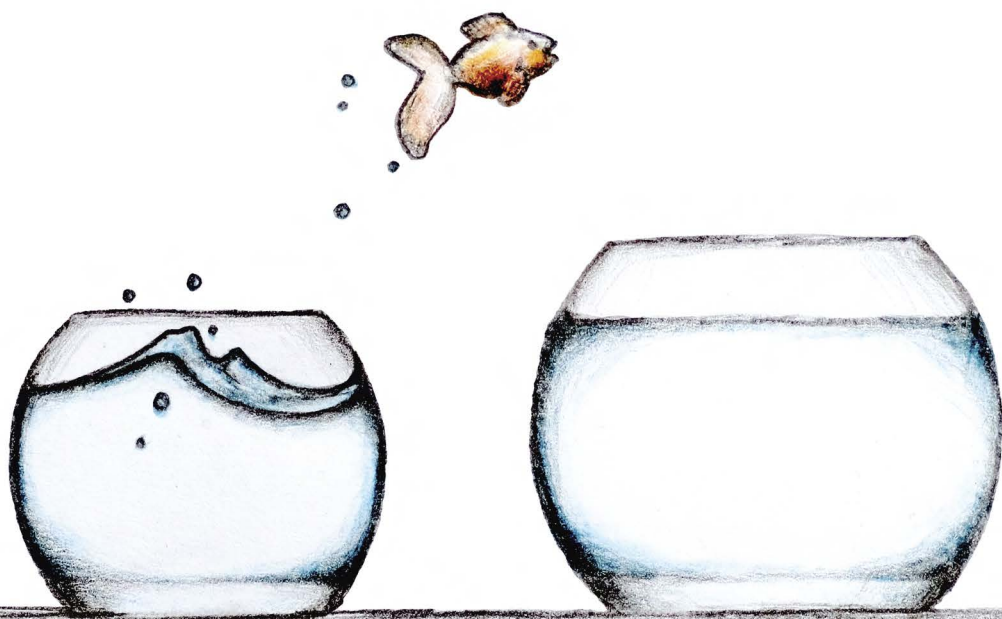


Transition From Pedagogy to Andragogy

AN INTERNATIONAL PERSPECTIVE



edited by

Leslie A. Cordie

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ABBREVIATIONS

Adult and Community Education—ACE
British Columbia, Canada—BC, CA
Diversity, Equity, and Inclusion—DEI
Education Training Boards—ETBs
Equality, Diversity and Inclusion—EDI
Face-to-Face—F2F
Further Education and Training—FET
Higher Education—HIED or HE
Instructional Design—ID
Lifelong Learning—LLL
Organization for Economic Cooperation and Development—OECD
Problem-based Learning/Project-based Learning—PBL
Quality and Qualifications Ireland—QQI
Scholarship of Teaching and Learning—SoTL
Self-directed Learning—SDL
South Africa—SA
Technical and Vocational Education and Training—TVET
UNESCO Institute for Lifelong Learning—UIL
United Nations Educational, Scientific and Cultural Organization—
UNESCO
United States of America—US or USA

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x ▪ Acknowledgments

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CHAPTER 1

INTRODUCTION TO THE BOOK'S THEME AND AUTHORS

Leslie Cordie

The world of higher education is at a crossroads, with new opportunities and challenges emerging every day. In an increasingly interconnected world, institutions of higher learning are not only tasked with the transmission of knowledge but also with addressing, on a global scale, the social, economic, and cultural challenges that arise from diverse and dynamic societies. As such, the practices and issues within higher education are as varied as the countries and cultures in which they exist. This book brings together insights from educators across the globe, offering a comprehensive examination of higher education and lifelong learning through a comparative lens. The chapters in this book are written by experts from various countries, each contributing their specialized knowledge and perspective on learning. These authors explore how higher education systems are responding to the local needs of the adult learner, while also engaging with global trends. Each chapter delves into the unique practices, policies, and challenges that shape learning practices in different regions, with the aim

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of providing readers with a broader understanding of the key transitional period in higher education that shapes young adults toward becoming lifelong learners.

As you journey through these engaging chapters, you will encounter the diverse realities of higher education—with examples from educational systems found in Ireland, Germany, China, South Africa, New Zealand, Jamaica, and North America. This book is an invitation to explore these complexities and to consider how we can collectively shape the future of higher education and lifelong learning for the betterment of all societies. By presenting a range of experiences and viewpoints, this book aims to foster a deeper understanding of the common challenges faced and the innovative solutions that are being developed around the world. Included at the end of each chapter is a set of three to five reflective questions. These questions are intended as starting points for the reader to reflect on the topics discussed in the chapter as they relate to their own experiences. We conclude the book with the chapter on Chuoagogy—a learning framework that hopes to bridge theory and connect the learner to lifelong practices; that is, transitioning from pedagogy to andragogy. Whether you are an academic, a student, a policymaker, or simply someone with an interest in education and lifelong learning, this book offers valuable insights that can inform your understanding and practice.

CHAPTER 2: THE YOUNG ADULT LEARNER IN THE 21st CENTURY

Writing in [Chapter 2](#), Linnea Haren Conely explores the evolving characteristics of young adults in the 21st century, focusing on how their transition to adulthood differs from previous generations. By analyzing traditional concepts of adult learning and development alongside modern perspectives, the author argues that these changes require new approaches in education and society. She ends the chapter with a reflective discussion regarding how educational institutions and practitioners can adapt to these shifts to better support young adults in becoming responsible and engaged citizens.

CHAPTER 3: OVERVIEW OF HIGHER EDUCATION IN THE UNITED STATES

Sarah Bond and Leslie Cordie offer a comprehensive overview of the United States' higher education system in [Chapter 3](#). They delve into its structural framework, governance mechanisms, funding sources, and the dynamic evolution of the student experience across its diverse institutions.

The chapter underscores the global significance of higher education in shaping the workforce and fostering a knowledge-based economy. While acknowledging the complexities of governance and quality assurance, it emphasizes the pivotal role of lifelong learning and the imperative for U.S. higher education institutions to adapt to the evolving needs of students in an increasingly digital age.

CHAPTER 4: THE TRANSITIONING BRAIN

In this chapter, Michael Wooten explores the biological underpinnings of learning and memory, delving into brain development, neural function, and genetics. The chapter covers key processes such as synaptic pruning, neuroplasticity, gene regulation, and the role of mitochondria in cognitive function. Wooten emphasizes how these mechanisms shape neural connections and memory formation, essential for effective learning. Additionally, he discusses epigenetics and debunks common neural myths, underscoring the importance of understanding these concepts from the emerging field of educational neuroscience for developing innovative instructional strategies.

CHAPTER 5: 21st CENTURY LEARNING POWERED BY PROBLEM-BASED/PROJECT-BASED LEARNING: A CARIBBEAN PERSPECTIVE

In [Chapter 5](#), Shermaine Barrett explores the Jamaican Higher Education system, focusing on the role of problem-based/project-based learning (PBL) in developing students' essential technical and soft skills. Barrett discusses the theoretical underpinnings, advantages, and practical application of PBL, particularly within professional programs, using examples from fashion presentation, business management, and restaurant management courses. The chapter concludes by emphasizing the crucial role of higher education in fostering lifelong learning and preparing graduates to meet the challenges of the contemporary workplace.

CHAPTER 6: AN OVERVIEW OF THE EVOLUTION OF HIGHER EDUCATION IN CHINA: FROM TRADITIONAL TO STUDENT-CENTERED

This chapter's three co-authors, Yan Dai, Lingfei Luan, and Xi Lin explore the evolution of higher education in China, detailing the transition from a teacher-centered, Confucian-based system to a more student-centered

approach that encourages critical thinking and creativity. The authors discuss the historical context, including the influence of the imperial examination system and recent educational reforms driven by government initiatives and technological advancements. Additionally, the authors address the challenges of traditional pedagogical methods, such as rote memorization, and offer recommendations for fostering a more inclusive and innovative learning environment in Chinese higher education.

CHAPTER 7: DIGITALIZATION AND HIGHER EDUCATION IN GERMANY: PROMOTION OF TRANSFORMATIVE DIGITAL COMPETENCES

[Chapter 7](#), again with three co-authors Lisa Breitschwerdt, Therese Rosemann, and Jan Schiller, addresses the urgent need to integrate digital competencies into German higher education curricula. They highlight the discrepancy between strategic goals and the practical implementation of digital skills training. The chapter emphasizes the role of higher education in equipping students as lifelong learners in a digitalized society and provides examples from the DigiTaKS* research project to demonstrate how transformative digital competencies can be effectively developed.

CHAPTER 8: AN OVERVIEW OF HIGHER EDUCATION IN CANADA

Julia Denholm provides a comprehensive overview of Canada's public educational system, highlighting the diverse post-secondary opportunities available to its citizens in [Chapter 8](#). She explains how the system has evolved to accommodate the country's demographic, linguistic, and geographic diversity, offering a range of programs that cater to various educational backgrounds and aspirations. Through three case studies, Denholm illustrates how these diverse options have contributed to economic and intellectual growth, demonstrating the high levels of educational attainment and accessibility of post-secondary education in Canada.

CHAPTER 9: AUTHENTICATING LIFELONG LEARNING IN A SOUTH AFRICAN HIGHER EDUCATION SETTING: AN EDUCATOR'S PERSPECTIVE ON ANDRAGOGY

In [Chapter 9](#), Colette February shares her experiences as a university lecturer in South Africa, emphasizing the importance of redefining lifelong

learning as a fundamental aspect of university education to better serve both traditional and nontraditional students. The author argues that by integrating lifelong learning into the core of university life, higher education institutions can more effectively address the diverse needs of their students, particularly in the South African context. The chapter also explores how reconceptualizing lifelong learning as both pedagogy and andragogy can lead to more flexible and effective teaching and learning arrangements.

CHAPTER 10: ADULT AND COMMUNITY EDUCATION IN NEW ZEALAND

Colin McGregor provides a comprehensive overview of Adult and Community Education (ACE) in New Zealand, exploring its history, challenges, and the distinctive features of its provisions, particularly for Māori and Pasifika populations. He discusses the fluctuating government support and funding that have significantly impacted the sustainability of ACE programs in the country. McGregor emphasizes the urgent need for a stable, well-funded ACE sector in today's increasingly isolated and polarized society across the world. The chapter also reflects on the importance of face-to-face learning environments and the diverse, life-enriching experiences they offer to adult learners.

CHAPTER 11: TRANSITIONING FROM FURTHER EDUCATION AND TRAINING TO HIGHER EDUCATION IN IRELAND: SETTING THE SCENE FOR ADULT LEARNER "VOICE"

Stephen O'Brien explores the challenges faced by Further Education and Training (FET) learners transitioning to university in Ireland in this chapter. He emphasizes the importance of amplifying the learners' "voice" within the higher education context. He discusses the historical and socio-political factors that shape voice in adult education in Ireland, and critiques the concept of *learner voice*. O'Brien provides a case study from University College Cork, the Access Ambassador Group, that can be a model for enhancing inclusion for the learner in higher education. The chapter concludes by urging stakeholders to rethink and co-construct the concept of 'voice' to better support marginalized learners in higher education.

CHAPTER 12: HIGHER EDUCATION IN THE UNITED STATES: REFLECTIVE JOURNEY OF AN INSTRUCTIONAL DESIGNER

Instructional design is a systematic approach to creating effective and efficient learning experiences, applicable across various educational settings.

In this chapter, Sarah Bond shares her own professional experiences and discusses the application of instructional design in the United States. The author points out how hybrid learning models have become increasingly popular, combining online and traditional face-to-face instruction to provide a comprehensive educational experience. In discussing this shift, Bond emphasizes the importance of transitioning from pedagogy, which focuses on teacher-centered instruction for children, toward Andragogy, which focuses on self-directed learning, practical application, and relevance-driven curricula. She reflects on the diverse learning modalities and how instructional design can be used to meet learning needs. Bond emphasizes the pivotal role of instructional design in the evolving landscape of higher education, where technology and flexible learning options are becoming increasingly prominent.

CHAPTER 13: 36 YEARS AT THE LECTERN

For [Chapter 13](#), Michael Wooten reflects on his 36-year career as a faculty member at a public higher education institution in the United States. In the chapter, he discusses his academic background, his university's structure as a land-grant institution, the influence of college athletics, and the challenges faced in developing courses with large class sizes and diverse student populations. He shares insights into his instructional style, emphasizing constructivist principles, the importance of addressing uncertainty in learning, and the methods, such as disorientating dilemma, that he employed to actively engage students in the learning process. The chapter concludes by emphasizing the difficulties faculty face in achieving excellence in both teaching and research within a competitive academic environment.

CHAPTER 14: CHUOAGOGY

In the concluding chapter, Leslie Cordie reviews the common themes woven throughout the chapters, and proposes Chuoagogy as a learning framework. The term Chuoagogy (Swahili for “college”) is derived from educational theory, and provides a framework that bridges the gap between teacher-directed and self-directed learning; that is, Chuoagogy supports the learning transition needed to be successful in higher education. The concept combines elements of both pedagogy (teaching children) and andragogy (teaching adults), creating an inclusive approach adaptable to various learning contexts. Rooted in the foundational theories of adult learning and educational psychology, Chuoagogy is particularly relevant in today's diverse higher education landscape. By embracing the principles

of Chuoagogy, we can create higher education environments that not only equip students with the knowledge and skills they need for success but also cultivate in them a lifelong passion for learning across the world.

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