HRM

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Compare and Contrast Pedagogy and Andragogy

**Introduction**

The history of both, pedagogy and andragogy is complex as well as interesting. The history of pedagogy can be traced back between the seventh and twelveth century. The term “pedagogy” is derived from Greek origin paidi (**child**) and ago (**guide**). The term andragogy was designed for the first time in 1833 by a German analyst. Andragogy is also derived from a Greek word, where Andras means **man** and ago means **guide** (Polkinghorne, et al. 2019). So, it is asserted that both the terms refer to learning strategies, having its individual philosophy.

**Comparison**

Pedagogy is defined as an education method in which a learner is completely dependent on the teacher or the instructor for guidance, gaining knowledge as well as for evaluation. Also, pedagogical learning is something that is driven by the teacher only, there would be no interference of the students. In contrast, andragogical learning is based on the learner as he or she is not entirely dependent on the teacher to teach him or her (Polkinghorne, et al. 2019). Andragogical learning is education that is driven by the facts and figures of life experiences, it can also be some social issues that might need some kind of enlightenment for social welfare or a moral gap that needs to be addressed. Different methods of self-evaluation and self-direction are used to check the effectiveness of learning and makeing evaluations (Khaldi, et al. 2019).

Pedagogical learning technique is usually designed and preferred for teaching children while andragogical learning is used and preferred for teaching adults. In the pedagogical learning technique, a learner has very little experience or sometimes no experience. The teacher acts as a facilitator who teaches the students new experiences by using different teaching skills. In contrast, with regards to the andragogical technique, one learns himself/herself, or experiences different things, on the basis of which his or her educational advancement is made (Khaldi, et al. 2019).

The evaluation of pedagogical learning is dependent on the one who is the teacher or the instructor. The learner plays a passive role as he or she is monitored and evaluated on already-set standards. In contrast, andragogical learning is self-evaluated. A learner is presented with a problem and is then given the chance to look for the solutions. These solutions then lay down the foundation of other knowledge experiences that can support a learner to expand his or her knowledge (Blascke, et al. 2019).

The teaching method also varies, taking into account that in pedagogical learning, the unit to be taught is broken down into different chunks and topics that are to be learned. Students are taught what they need to master in order to be promoted or given knowledge in advance. In contrast, andragogical learning is initiated on the basis of different life experiences and these experiences are led by some designated instructors. That instructor fills the knowledge gap, wherever it is required, on the basis of his or her knowledge and experience (Blascke, et al. 2019).

The tools of motivation also vary, taking into account that in pedagogical learning, a learner is motivated with the help of some external resources. These resources can either be something materialistic or something that is driven in the form of attachments and associations, such as, parents and teachers. Also, this motivation is guided by a concrete result in the form of grades as either pass or fail (Khaldi, et al. 2019). However, in andragogical learning, the learners are motivated with the help of some intrinsic means. These means can be problem solving, self-esteem or the quality of life. Quest of recognition is also one of the motivational tools for the motivation of the learners. These motivations are meant for the learning of the learners so that they can master a particular skill (Polkinghorne, et al. 2019).

**Employee Awareness Program**

In order to design a program to increase employee awareness of sexual harassment and train employees in appropriate ways to deal with harassment complaints, the andragogical learning method would be used. There are several justifications for this method. Firstly, the andragogical learning technique is dependent on the employees. Within an organization, the self-driven approach can be more fruitful, as compared to external motivation. Andragogical learning will create a sense of responsibility and independence because it will create a quest for learning. Also, andragogical learning will allow learners to use life experiences. Employees will be able to incorporate their past experiences, along with sharing with others, and it will help to get diverse knowledge. Also, as a result, employees will be able to learn different scenarios and context and build their learning on the basis of those experiences, which is again, a characteristic of andragogical learning. In addition, the employees will be made to experience different life scenarios and how the one facing a particular situation has reacted, that will automatically help employees to experience new scenarios that will add to their knowledge. Also, sexual harrassment is a gap, taught as a problem within the organization so employees would be better facilitated when they will be taught to find a solution for it by adhering to work/life associations. It is also important to note that sexual harassment is something that questions intrinsic abilities and abstractions that are directly associated with existence. If any of the employees have ever faced such a situation, he or she would be eager to learn in a more critical way. Also, sexual harassment is an emotional torment that challenges emotions and feelings of the one who is harassed and, in this framework, also, andragogical learning would be best fitted because employees will learn about the issue with the thought, that they might face this issue in the future i.e. a proactive measure. All these justifications assert that andragogical learning would be the best option for teaching employees.

**References**

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