

## BOOK REVIEW

# Pedagogical and Andragogical Teaching and Learning with Information Communication Technologies

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*Pedagogical and Andragogical Teaching and Learning with Information Communication Technologies*

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This text is comprised of 16 chapters which shed light on pedagogy and andragogy paradigms. The two paradigms have long been considered as two different fields in education. In the frame of new literacies, the text shows that teaching should be based on both pedagogy and andragogy, and the two paradigms are proposed as a dichotomy. Information Communication

Technologies are essential in today's learning and this text provides guidelines for the modern instructional paradigm. The focus of the book is on pedagogical and andragogical teaching and learning.

Chapter 1 is a description of the historical development of pedagogy, which is dominated by the Stimulus-Response theory. The theory has made learners dependent in their education (p.3). Curriculum-based teaching has been the dominant for a long time because it is the model which teachers are familiar with. With the emergence of information communication technologies, there has been new online teaching and learning styles, but still under the frame of the pedagogical teaching and learning model. The chapter shows that teachers do not have to stick to this model, but education has been

frozen into the pedagogical model because research has focused on the efficacy of the model in teaching between infancy and adolescence.

Chapter 2 highlights the importance of interaction to retain students in higher education with the use of Web 2.0 interactive technological tools (Google Wave and Wimba Collaboration Suite). The chapter describes how the integration of Web 2.0 tools facilitates research on attrition and retention. With the integration of voice and video, it is much easier for the students to be socially engaged into the university community. The factors of attrition or retention (adjustment, difficulty, incongruence, and isolation) are much better addressed with Web 2.0 tools because the interactions with the students are extended and become continuous.

Chapter 3 deals with e-learning, though a technology-based education, it happens within the context of society. E-learning goes through the cycle communication, which entails one person externalizing information, and another person receiving, processing and responding. Time and space are transcended in e-learning, and so educators should frontload the conditions for e-learning (physical access, and intellectual access, and building community).

In Chapter 4, educators are made aware of the importance of both pedagogical and andragogical assessment in online learning. Andragogical assessment, which deals with adult learning, helps understand unorganized learning (nontraditional classroom learning). Both forms of assessment are needed, and educators should not look at andragogical assessment as an alternative form. In online learning, andragogical assessment, which is based on self-evaluation, is associated with higher levels of Bloom's taxonomy, and may prove to be more powerful than pedagogical assessment, which is associated with lower levels of Bloom's taxonomy.

Chapter 5 describes how students can find an academic advisor online who supports their holistic growth. Web 2.0 tools, such as Facebook, Instant Messaging (IM), Skype, electronic mailing, blogs, and Twitter offer students increased access to virtual advising.

Whether advising is face-to-face or virtual, the academic advisors abide by the laws that govern advising in higher education. Chapter 6 describes how students can get additional guidance outside college. E-mentoring is a solution for colleges to coach students. The same tools for accessing to advisors can apply for e-mentoring. E-mentors need to be highly trained to support students virtually.

Chapter 7 describes the issues related to curriculum development for online education. What students need to learn is defined in terms of curriculum, and the students' outputs are defined in terms of behavioral activities. Teachers have to be facilitators, and knowledge engineers. They have to provide a safe learning environment through careful planning, and assessment. Online education requires a curriculum which considers the social forces, and thus an online curriculum development requires a flexible mindset.

Chapter 8 describes the existence of inequities, related to gender, age, and socio-economic status, even though theoretically, these power relations seem mitigated in online education. To engage students cognitively and emotionally, online educators should consider the biological (nature), and societal (nurture) factors of gender learning that may threaten the neutral learning situation.

Chapter 9 deals with the appropriate instructional methods that should drive online education. There are multiple instructions because of the diversity of the learning population. However, an effective implementation of instructions depends on a good design by the instructor, a web/computer expertise, information technology infrastructure of the organization and adult learning principles (andragogy). The objectives should be Specific, Measurable, Action-oriented, Reasonable, and Timely (SMART) (p. 123). The SMART objectives are the foundation of method selection. Chapter 10 presents pedagogy and andragogy as two different paradigms, in virtual classrooms; the two paradigms exist as complementary methods. When used as a dichotomy, online education becomes hybrid, and more accepted as the norm.

Chapter 11 documents the wrong assumption of the standardization of online education. In online education, space and time are different from face-to-face instruction, and the senses have less information, but the students use their mental schemata to learn. Adults have their own way of learning, and so teachers have to be aware of the age factor. Adults are self-directed, more experienced, and motivated, and have attitudes toward technology use. Utilizing andragogy as a method for teaching adults is the best solution to deal with learning issues related to age.

Chapter 12 and 13 provide examples on how to engage and motivate online students. Teachers should combine face-to-face and electronic communication to create hybrid manners.

Chapter 14 describes the role of the online teacher from the perspective of the teacher as a knowledge dictator or learning facilitator is addressed. Online education is a social practice, and so students learn from sharing and collaboration. The teacher should be a coach, a motivator, a facilitator, and a consultant. Intercultural awareness in online education is addressed in chapter 15. The chapter describes the wide diversity of the online education population, and each

learner has a different epistemological stance, which depends on the culture they come from. A flexible mindset and organizational structure are required to understand, and tolerate the cultural differences. The last chapter is a summary of the traditional and virtual teaching methods. The text suggests there is no method which could be the best method. The rapid change in society has a big impact on the way courses are delivered, either face-to-face or virtual teaching, and learning styles change too.

Overall, this volume provides an in depth analysis of the pedagogical and andragogical approaches in the age of Information Communication Technologies. The theoretical and empirical framework of the text provides guidelines for instructors on how to implement the two approaches to get a hybrid class. This volume is based on the theory of andragogy, which was introduced by Knowles in the 1970's, and which is related to the principles of adult learning (self-directed, experience, self-concept, problem-centered, and readiness). This volume illuminates an important area of research for anyone interested in adult learning and online education.

*Rachida Labbas, a doctoral student, received a BA in English in 1989 and an MA in TEFL & Applied Linguistics, Algeria, in 2009. She taught English at a high school and college in Algeria from 1990 to 2011. In 2011, she was granted a Fulbright scholarship to pursue a PhD in Language, literacy and technology. She is currently a PhD student at Washington State University (WSU), and an ESL Instructor at The Intensive American Language Center, WSU. Her research interests focus on epistemic beliefs, teacher development, and New Literacies.*