

Book Review

Andragogical and Pedagogical Methods for Curriculum and Program Development

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Andragogical and Pedagogical Methods for Curriculum and Program Development

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To glean insight of andragogy and pedagogy methodologies, practitioners and scholars may be interested in reading *Andragogical and Pedagogical Methods for Curriculum and Program Development* by Dr. Victor C. X. Wang. The authors aimed to layout a distinction between the development of curricula and programs for K-12, as well for adult learners. These permeating chapters examine societal and cultural diversities, subject content and institutional infrastructures. It explores seminal scholars like, Malcolm Knowles theoretical framework of andragogy (i.e., art and science of teaching adults) and Ralph Tyler; the theory of pedagogy (i.e., art and science of teaching children). Educators may find the content interesting to learn that pedagogy teaching strategies that focuses on younger learners (i.e., K-12) are applied to adult learners. According to Grows (1991) Staged Self-directed Learning (SSDL) model, some adult learners may align with the first stage of being a *dependent learner*. At this phase, the instructor is viewed as an authoritative figure and instructions are teacher-centered. Tyler's pedagogical instructional practices might be preferred by some adult learners, however, Knowles' provides six core principles of andragogy, which supports the transformation of becoming a self-direct learner. In terms of curricula and program development and assessment, scholars within the chapters uncover convoluted processes in deliberating what to instruct, how to effectively facilitate, and what effectual assessments will be applied to measure efficiency.

The overall organization of the book focuses on a discourse about andragogical and pedagogical curricula and program development. Each chapter presents specialized topics based on the perspectives of pedagogy and andragogy. While integrating orthodox concepts from philosophers, like Tyler and Knowles; the content needed to be evenly balanced with andragogy and pedagogy theoretical frameworks in the textbook. The overall literature acknowledges factors that influence the development of curricula such as the social and cultural elements, political influences, technology, and the institutional infrastructures. In addition, inferences of the latest research surrounding the student

inclusiveness, (Chapters 3, 10) curricula engagement and resistance (Chapters 4, 5, 9), evolution of technology (Chapters 11, 12, 13, 18), critical reflection (Chapters 6, 14), and self-directedness (Chapters 4, 5), and transformational learning theories (Chapters 6, 7, 15, 16).

As the book depicts several factors affecting the curricula and program development process, readers may detect a social justice tone within the content as Wang, Russo, and Bryan (Chapter 3) provides meaningful discourse regarding the history, theories, philosophies, processes, implementations, and evaluation of curricula and program development. Controlled by the legislative powers, Chapter three highlights core issues affecting curricula and program development, and the dynamics of its process. As the text identified the needs of learners, it also addresses how involvement from the learners are disregarded during the curricula and program development process. The functionality of colleges and universities have transform from being a locus of learning community, to institutions that operate as a business, where profit is the priority. Given the importance of equity and opportunity, Wang, Russo, and Bryan affirms improvements in the curriculum and program development process need to be *understood, acknowledged, identified, and addressed*; as the learners are the ones affected by extreme sociopolitical tierney in the education system.

The inclusion of students' perceptive have disrupted some of the influential *powers* discussed by Brookfield (Chapter 1) and Cranton (Chapter 2) when outlining the blueprint curriculum that will require selecting learning objectives, designing delivery models, and creating effective assessment methods for progression. However, students who do not have a background within that particular program, might find difficulty becoming contributor in determining curriculum and learning objectives, especially if the learner has not acquired experience in the field. Consequently, Cranton's describes a participatory approach that would involve the learners in the planning of the curriculum, experienced some resistance to the autonomy of learning, as some students were accustomed to a one-dimensional, teacher-centered learning structure, and depended upon hegemony in teaching. Knowles' (1975) seven step model is appropriate for cultivating a self-directed learner includes the following:

1. **Climate Setting:** Establish a physical and psychological climate conducive to learning
2. **Planning:** Involve learners in the planning of methods and curricular
3. **Learning Needs:** Involve participants/learns in diagnosing their own needs
4. **Learning Goals:** Involve participants/learners to formulate their own objectives
5. **Identify Resources:** Identify human and materials resources for learning
6. **Implementing:** Help learners choosing and implementing appropriate learn strategies
7. **Evaluating:** Involve learners in evaluating learning outcomes

Brookfield brings forth ideologies that suggests that even though the learners' social constrains may be an acceptable norm, given psychological conditioning and the social, political, and environmental context that affect learning, the notion to overlook self-determination and liberation from a micro-system thinking will reframe one's thoughts, actions, and learning processes.

While Taylor (Chapter 4) contextualizes elements that may contributed to the resistance, rejection, disengagement of the learner, Chapter nine also frames a similar angle; brainstorming ways to redesign lessons that evoke student engagement. One could assume, that by infusing higher ordered-thinking and creativity within the content, students who may have once been considered 'disengaged' may find these lessons more stimulating, thus motivating learning to occur. But, before effective learning can actually take place, Taylor states that learning resistance has to be *understood, acknowledged, identified, and addressed*. He notes that the components that may inhibit learning, such as individuals' epistemological resistance may face barriers that poke at the idea that there is a lack of understanding of what learning is and how should the learning be evaluated. Ultimately it creates disconnect among the learner and the teacher. Mott and Lohr (Chapter 5) examines the traditional teacher-centered curriculum and extract an intricate concept that a participatory approach from the learner fosters a learner-centered atmosphere. Ideally, it makes sense to involve the learners when planning and

developing the lessons, curricula, and program. Furthermore, integrating a co-constructed curriculum and changing the role of the *teacher* to that of a *facilitator* or *coach*, may close the enculturation gap, and build a communal learning environment.

Henschke (Chapter 8) presents unique approaches and ideas that will prepare andragogues to be successful in numerous contexts. Embracing a humanistic approach, Henschke contends that setting a climate that employs empathy, trust, sensitivity, support, and authenticity are appropriate in the teaching-learning exchange. The title alone in Chapter seven, by Norris conveys a parallel message: *Creating Effective Adult Learning by Leveraging Psychological Capital and Self-Directedness through the Exercise of Human Agency*. Here, we explore the *PsyCap* that is comprised of four components: hope, optimism, resiliency, and confidence. By exercising human agency, it allows the capacity for one to control their thoughts, motivation, and actions; given their internal change and/or situational experiences. The primary goal is to help students become self-directed learners and take ownership of their learning by developing their self-actualization.

Balancing family responsibilities and the demands of work, individuals who are pursuing education in-state as well as out-of-state are accommodated through the vehicle of online learning portals. Several chapters explore the implementation of technology in curriculum, while also discussing the trends and possible innovations. Wang and Storey (Chapter 13) highlights the E-Learning technological advancements that serve a growing population of adult learners that are enrolled in online courses or have used web applications, software, and other e-resources. With increased online courses and programs offered, eLearning opportunities have become more prevalent, however Chapter thirteen also disclosures some drawbacks. The authors discuss how some adult learners prefer the traditional face-to-face, teacher-led classroom instruction. We get a glimpse in how transitioning to an online delivery hasn't always been the Casanova, not just for adult learners, but also for the instructors or facilitators. Professors have found online courses and programs to be impersonable, and in some incidents difficult to manage, given the high levels of enrollment per class offering.

Being that online teaching and learning environments differ, Bierema (Chapter 12) describes paradigms in the online curriculum design and how the orientation of technology continues to influence our lives in modern time. Efforts to web all counterparts: the learner, the facilitator, and now the curriculum designers bring critical attention to the effectiveness of e-Learning and to the curriculum designers when engineering the curricula. With the growth of digital technology, reluctance still existence for various reasons. Bierema points out that due to the lack of training, instructors may not be comfortable with online facilitation or perhaps the design of the course failed to engage the learner. Several chapters speak to the era of Web 2.0, which allow people to collaborate and share information online. Chapter eighteen reveals how the evolution of technology has reformed teaching and learning. Because of the accessibility of information thru technologies, the sole dependency of Higher Education has shifted, and is no longer the central source for knowledge and learning.

Authors of chapter nineteen affirms that the English Language Arts (ELA) curriculum is responsible for holding students hostage by failing to meet the needs of diverse learners. Similar to early chapters in the book, Marinaccio, Leichtman, and Hanslop dives deeper in exploiting the fragments within the ELA curriculum that do not endorse literacy education for students from culturally, ethnically, linguistically, and economically diverse communities. The chapter exposures how traditional literacy practices abandons the diverse learners, and calls for a reproduction of ELA curriculum.

The landscape of the content is deeply rooted in andragogical and pedagogical theoretic frames. From brick and mortar, to online asynchronous and emerging hybrid models, the discourse within the chapters perpetuate incongruity among curricula and the learner. The contributing authors strive to expand the reader's knowledge on curricula design, instructional practices, and program development and implementation. Particularly, when planning educational programs, it's important to consider the purpose and goals for leaning, in addition to taking into account the individual and situational differences. However, this rich, information filled book, did not shy away from exposing

some of the botches in education. Practitioners, scholars, and educational professionals, may find this to be a useful resource as it delves the curricula and program developmental governances, and how the socio-economic, socio-political, and socio-cultural constructs assist with the customization of curriculum design and program implementation. Some of the chapters were radical and armed with subtle disparity, calling upon emancipatory education, challenging the democratic procedures and confront problematic encounters with curricula and the program development process. Embedded with unequivocal content, the text encompasses meaningful positions on how reconstructing the praxis of curricula and program development would reform education in the kaleidoscopic society.

Corinth Evans is a doctoral student enrolled in the Educational Leadership and Research Methodology program at Florida Atlantic University, USA. With a focus in Adult and Community Education, she services the Career and Technical Adult Community and Education (CTACE) department as an Instructor at Atlantic Technical College in Broward County, Florida. Corinth is also a Business Adjunct Professor at Palm Beach State College. While servicing the career and technical educational needs of adult learners that are of multicultural backgrounds, have diverse academia needs, and endure socioeconomic pressures, Corinth aims to provide opportunities to voices in need, by empowering students to acquire the knowledge, mindsets, and skills necessary to manage change and succeed in a technological society. Her research interests are framed around adult development, women and queer studies, social justice, educational leadership and policy studies, politics of education, educational equity and opportunity, and community-based education reform. Lifelong learning remains a viable profession, as she is a member of a couple associations, such as the American Association for Adult and Continuing Education (AAACE) and American Educational Research Association (AERA).