Chapter 7
Between Pedagogy and Andragogy:
Definitions and Concepts

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ABSTRACT

In this chapter, the authors define pedagogy after having given an insight into so-called new pedagogies, comparing them with traditional pedagogy. Then they define the different types of pedagogies by offering examples each time. And they then define andragogy after proposing a historical overview of the concept. Then the authors define the principles of andragogy. Finally, they propose a comparison between pedagogy and andragogy according to the researchers' points of view by first proposing a comparison between the child and the adult.

INTRODUCTION

Through this chapter, we compare pedagogy defined as the science of children's education with andragogy used as synonymous with the term adult pedagogy. First of all, we define pedagogy after having given an insight into so-called new pedagogies, comparing them with traditional pedagogy, then we define the different types of pedagogies by offering examples each time. Second, we define andragogy after proposing a historical overview of the concept and then we define the principles of andragogy. Thirdly, we propose a comparison between pedagogy and andragogy by first proposing a comparison between the child and the adult.

PEDAGOGY

Overview on Traditional Pedagogy

Traditional pedagogy is not a current proper, thoughtful and organized. It is rather an educational tradition operating by empirical transmission. It is a set of practices developed from generation to generation by the masters. This is why it is difficult to describe the uses precisely; however, there are a number of commonalities in all forms of traditional practice. We can bring these commonalities together in eight (Appy, 2012).

- The student's role is to integrate knowledge.
- The school is a world apart, with little connection to the outside world. She is here to:
  ◦ to instruct;
  ◦ Give a universal culture of the classical type;
  ◦ Disseminate a moral.
- The teacher is a model for his students, he is:
  ◦ A transmitter of knowledge;
  ◦ The good connoisseur of the disciplines he teaches;
  ◦ The holder of a pedagogical tradition transmitted to him by the teachers who preceded him.
  ◦ The relationship master / pupil, dual relationship master / student strongly hierarchical.
- The discipline through which:
  ◦ The teacher demonstrates authority;
  ◦ Errors in knowledge or behavior are punished;
  ◦ Punishments and rules are not explained;
  ◦ Humiliation is part of the punishment (bonnet)
  ◦ Punishments can be physical (rule shots).
- The pedagogical approach, allows us to conclude that:
  ◦ The traditional approach is an educational tradition;
  ◦ It is not a thoughtful and organized movement;
  ◦ It is a direct and masterful transmission, followed by exercises;
  ◦ There is little feedback;
  ◦ She does not practice positive reinforcement;
  ◦ She does not use metacognition;
  ◦ It does not rely on educational sciences.
- The subjects taught:
  ◦ Refuses the skills approach;
  ◦ Subdivision of subjects taught;
  ◦ Behaviors or attitudes are not taught;
  ◦ Uses manuals;
  ◦ Reluctance towards new technologies.
- Evaluation is a summative evaluation in the form of compositions.

Traditional pedagogy is that of the transmissive model. According to Jean Houssaye's educational triangle, he defines any educational act as the space between three vertices of a triangle: the teacher, the

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