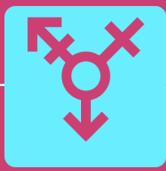


Andragogy

The practice and understanding of teaching adults is very self-directed in nature and is guided by 5 assumptions and 4 principles. I've drawn from my current and undergrad experience in Dr.P's voice studio to illustrate its application. Take a look!



Involved in planning & evaluating instruction



Experience (even mistakes) are the basis of learning activities



Interest to subjects immediately relevant to impact job/personal life



Problem centered vs topic/subject oriented

He asks:

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none">• What have you been working on?• What are your goals?• How can we accomplish that? | <ul style="list-style-type: none">• Name one thing you did well/wrong?• Explore and combine disciplines• Challenge limits with new experiences | <ul style="list-style-type: none">• Carefully selected audition repertoire• Time management to maximize rehearsals• Explore networking skills and resources | <ul style="list-style-type: none">• Name one thing you did well/wrong?• Why/Why not?• How can we adjust the approach? |
|---|--|---|---|

5 Assumptions

1: Self-Concept (Matures)

Ability to be self-directed in learning

When planning and evaluating my goals, Dr. P will assign literature knowing that I will:

- Make copies, transpose, translate
- Listen to recordings, watch videos for comparison and selection
- Research interests and present it in my lesson for study

2: Learner Experience

Reservoir of experience is learning resource

He establishes that the Arts are subjective in nature. With this in mind, you must be aware:

- Variety of knowns/unknowns affect auditions
- Stability vs Opportunity will occur often
- 50 No's can turn into 10 yes's in time (perseverance)

3: Readiness to Learn

Focus on development of social roles

My professional aspirations in opera are a driving force to be one step ahead by:

- Preparation of the "5" (contrasting pieces/languages)
- Drill technique (adapt to changing voice)
- Active in scaffolded professional development (YAPs, apprenticeship, contests etc...)

4: Orientation to Learning

Immediate problem-solving application

My enthusiasm for an analytical approach is challenged and fulfilled by:

- Identify mistakes and use on-the-spot problem solving
- Propose alternative solutions (standing, sitting, full-body)
- Utilize "chunking" to aide STM, LTM

5: Motivation to Learn

A more intrinsic source

He encourages me to pursue education by accommodating my interests to:

- Approach application process with creativity
- Use knowledge to highlight connections with disciplines
- Personalize content to enhance intrinsic motivation