

Educational Learning Community Proposal Form
Office of Research and Faculty Development

Upper Stanley Nelson Centre, Contact Person: Dr. Bill Strom,
Ph: 3224, strom@twu.ca

Name of Proposed ELC: Spiritual Vitality at TWU

Proposed by: Lachlan Whatley, Associate Professor School of Business

Duration: September 2009 – March 2010

Schedule and Meeting Place: Academic Meeting Room (Upper Stanley Nelson Centre); weekly, at least initially. One hour. Time: TBA.

Facilitator / leader: To be discerned among interested faculty and student life staff. Membership is open to faculty, student life staff, staff, and students.

Purpose/Goal: To explore the notion of *pedagogy* and *andragogy* in the 21st century, and their potential implications to existing and future programs at TWU. The final outcome would be to provide a report summarizing the findings which would be available to all interested parties within the greater TWU community.

Rationale / Need: At its core, academic research and teaching is about transcendence and education literature is still, relative speaking, in its infancy. Pedagogy is mainly concerned with the art of teaching, while andragogy is focused on creating the right environment for self directed learning. Simplistically, pedagogy can be stated as the way to teach children, while andragogy is the way to teach adults, however, a closer examination reveals that the differences are much more significant. Both terms are relatively new even within our rhetoric and speak volumes to the need to ensure clarity and understanding of language and its use.

If we are to claim that we teach transcendence, first and foremost, we must model it. This is consistent with Kolberg's (1981) adult development theory and is supported by the inner journey often required for sound leadership (Burns, 1978; Thompson, 1994; & Hall, 1994), which is the direct link to the *essence* of TWU. This exercise may challenge our epistemology around the way we think about education or it may confirm the way we have developed. Regardless of the outcome, the process of questioning our very thinking on teaching would be an invaluable experience, and would model to the greater TWU what it means to be a servant leader as demonstrated by *awareness* and *self-reflection*.

From this new learning, stated above, it would be invaluable to lay it against the context of the 21st century and assess the implications. We live in a period of time which is at the intersection of unmatched technological advances changing

the very way we work and live, hyper-competition within a significantly more global economy, and a new collective awareness of inequality of living standards around the globe. However, and importantly, it was Peter Drucker (as cited in Lerner & Johnson, 1997), who stated that this century will be known for a new dawn in understanding of the human condition, and the significance of this will far exceed the technological advances we currently think of as important. While it was Komives, Lucas and McMahon (1998) who first noted that the debate about whether leaders are “born or made” is finished and, rightly so, the focus is now about what is the best way to train, develop and maintain leaders. This highlights the importance of considering our current contextual factors in history and the extent, to which they influence, or not, our pedagogy and andragogy.

Resources: (suggested reading list; open for revision)

Ethridge, E. A., & Branscomb, K. R. (2007). Teaching and the teacher. *Teaching and education*, 25. p.400-408.

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

Holman, D., Pavlica, K., & Thorpe, R. (1997). Re thinking Kolb’s theory of experiential learning: The contribution of social constructivism and activity theory. *Management learning* 28 135-148.

Hopkins, R. (1993). David Kolb’s learning machine. *Journal of Phenomenological psychology* 24 46-62

Huffman, J. B., & Jacobson, A. L. (2003). Perceptions of professional learning communities. *International Journal of Leadership in Education*, 6(3), 239-250.

Palmer, P. J. (1993). *To know as we are known: A spirituality of education*. San Francisco: Harper.

Palmer, P.J. (1997). *The courage to teach: Exploring the inner landscape of a teacher’s life*. San Francisco: Jossey-Bass.

Piaget, J. (1973). *To understand is to invent*. NY: Grossman Publishers.

Reynolds, M. (1999). Critical reflection and management education: Rehabilitating less hierarchical approaches. *Journal of management education*, 23 537-553

April 29, 2009