

The Ghost of Teaching Past

Module 1 Assignment 1.1

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## **The Ghost of Teaching Past**

An experience I can share relating to pedagogy versus andragogy comes from my experience teaching pharmacology at South College so far. My first session teaching, because I was new to the material and its layout, relied heavily on straight forward lecture. This also reflected the foundational nature of the content as the basis for future courses the students would take afterwards. The problem with this is that the students' real-world experiences with medications was not included in the course work (the role of their experience). Additionally, there was not a clear tie in to the why or how learning the information would assist them in practice (their need to know), other than they needed the information for upcoming classes. Despite my efforts to include personal experiences with medications from my professional life, I do not think it carried the students beyond attempting to retain the information for an exam to deeper understanding of the impact of medication effects, adverse effects and interactions can contribute to patient illness, health or debility.

### **Connection to Previous Learning Experiences**

The lecture presentation style was how I was taught pharmacology when I attended nursing school. Case studies and hands-on activities in class were not a typical presentation style during that time, and it was easier to fall into that same style as a new to the content/program instructor. However, it quickly became apparent that this presentation style was a challenge for me and for the students. It was definitely not their preference for learning.

For the current session, I moved from lecturing during class time to pre-recording lectures and posting them to Canvas for students to access (allowing for audio learning

in addition to visual and read write learning from the posted slide decks). This provided more time to review quiz questions and discuss the elements of the client scenarios during class. I also incorporated a few interactive activities such as working together to complete their drug tables for ongoing review and organizing of the content. This allowed me to incorporate their orientation to learning and their readiness to learn to better effect.

### **Proposed Teaching Adjustment Aligned with Knowles's Andragogy**

What I would like to add to next session is a more structured class agenda that will allow the students time to dig into the presentations and prerecorded lectures before class to address their self-concept as self-directed learners. The students can then use that knowledge to solve case studies and present them to each other in small groups. This will address their desire to use the new knowledge for problem solving and meet their need to know and their orientation to learning characteristics. In addition, I plan to include thirty minutes of the class for working on their drug tables either individually or in partnerships as the feedback I have received from students indicates they found these to be useful tools for organizing the more critical, need-to-know information. This will address their motivation by giving them a concise way to learn the information as well as bringing their previous experience with memorization learning into play. I will continue with reviewing quizzes for question clarification and discussion to reinforce practical applicability and retention of knowledge to address their readiness to learn characteristic by addressing knowledge deficits revealed by the quizzes.

### **In Consideration of South College Student Population**

To address the students' particular needs as South College students, for balancing multiple roles of student, parent, partner, employee and household managers/caregivers, I will continue to provide breaks between activities and also maintain my current rule of stepping out of class as needed to deal with emergent personal needs and returning when addressed and able to focus again on the lesson. Because I have been in the same place as they are, I do understand the many demands on their time and attention and wish to support them as effectively as possible. This also will assist in managing cognitive load so that they will be better able to retain the new information.