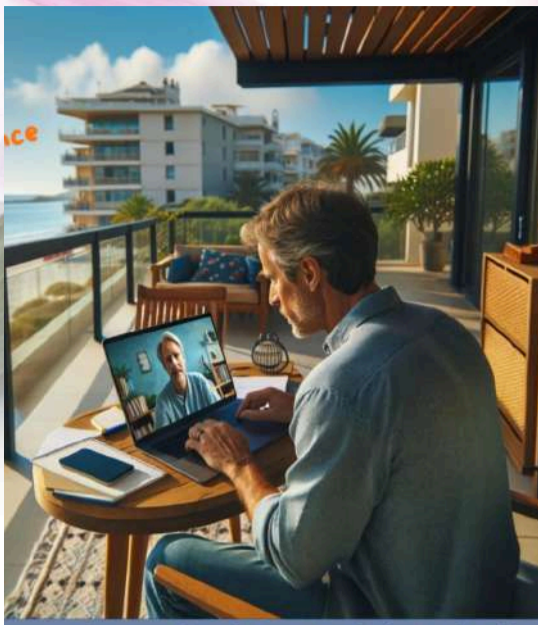


Digital andragogy: the need to know and the role of experience in an online Master's degree

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ANDRAGOGY

The current high demand for online training, the high dropout rates, and the heterogeneity of the students who take master's degrees in this modality, demand that we pay attention to the different profiles and their different ways of learning. Andragogy provides a theoretical framework to understand adult learning, although it is necessary to revisit its principles from online training and through the lens of current students themselves.

OBJECTIVE

The objective of this study is to know the self-identification of students with the principles of adult learning of Knowles' andragogy. Specifically, it focuses on two of the principles of this theory: the need to know (NS) and the role of experience (PE).



METHODOLOGY

A mixed method was used: a descriptive and inferential quantitative analysis of a questionnaire was complemented by a qualitative analysis of interviews. A questionnaire was designed, validated, and completed by 245 students; its reliability was verified. Additionally, 5 interviews were carried out with the students on items from the questionnaire.



RESULTS

The results show statistically significant differences in the PE based on previous work experience in education, but no differences were found in the preferences for the learning strategies analyzed related to the NS and PE principles of andragogy based on gender or age or employment status.



CONCLUSION

In conclusion, the relevance and validity of the NS and PE andragogical principles for online students of the 21st century are defended.

