

## Investigation into the Teaching Approaches Implemented in Community Lifelong Learning Programmes

### Abstract

The “new” demands of our everyday life schedules would tap upon the essentialities of lifespan education. Life span learning would enable us to cope with the rapid global changes. This study explored the teaching approaches adopted in lifelong learning programmes implemented in the Malaysian community colleges. The four-month intensive study involved two selected community colleges in the country. Questionnaires were a source of quantitative data and were analysed using descriptive statistics. Qualitative data obtained through interviews and observations was analysed using manifest coding. The findings showed that a blend of pedagogical and andragogical approaches was adopted for different courses to cater for the varying learning needs of the participants, since lifelong learning programmes featured an “open” and flexible entry system. Observation data revealed that the dissemination of relevant knowledge and skills required for the course was either a well-defined segment or worked in synchrony with the experiential tasks. The courses involved in this research required “hands-on” skills as stipulated learning outcomes, with a characteristic “case-by-case” task analysis and a “step-by-step” task analysis emerging in the teaching process. The lecturer was “switching” authoritative and facilitative roles at various stages of the teaching process.

**Key words:** *pedagogy, andragogy, authoritative, facilitative, experiential learning.*