



# CLIP Newsletter



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## Reimagining the Classroom with Andragogical Principles

In the evolving landscape of higher education, the principles of andragogy are gaining renewed relevance. But what does it mean to align the management classroom with andragogical principles?

[Andragogy, popularized by Malcolm Knowles](#), rests on six core assumptions:

1. adults are self-directed
2. bring rich life experiences to learning
3. goal-oriented
4. seek relevance
5. internally motivated
6. need to understand the purpose of learning before engaging with it.

These principles stand in contrast to pedagogy, according to Knowles, which is more teacher directed and content focused as its principles are framed with children as learners. Though there is some debate in the scholarship of teaching and learning about whether the two are actually distinct, educators can benefit from being mindful of andragogical principles and incorporating it into their teaching philosophy. Interestingly, many of the teaching strategies long considered “traditional” in management education—such as the case method—already embody andragogical principles. It places learners in real-world scenarios, prompting them to analyze, debate,

and make decisions. This approach leverages learners' prior experiences, encourages self-direction, and fosters critical thinking—hallmarks of andragogical design. A recent CLIP workshop also highlighted the need for forging better connections with students, cultivating an empathetic mindset, and responding thoughtfully to classroom dynamics. These are not just soft skills—they are foundational to andragogy. As this article on [nurturing more creative and critical thinking through andragogical principles](#) argues, adult learners thrive in environments where they feel respected, understood, and engaged as co-creators of knowledge. When faculty respond to student cues, adapt their facilitation style, and create space for reflection and dialogue, they are shifting to andragogy-based principles. This shift also calls for a redefinition of the educator's role—from content expert to learning facilitator. These strategies not only deepen learning but also foster trust and psychological safety—critical ingredients for adult learners navigating complex ideas and professional identities. Moreover, andragogical alignment is not limited to individual classrooms. It extends to how curriculum teams collaborate, share insights, and support one another to create learning environments that are relevant, responsive, and transformative. Our Good Reads section has a very informative article on how you can leverage principles of andragogy while [writing up your syllabus](#). If a large size class is limiting you from [including more experiential components in your course design](#), this article should be able to help. Andragogy invites us to meet learners where they are—with curiosity, respect, and a willingness to adapt. Whether it's through case discussions, reflective prompts, or collaborative design, small shifts can make a big difference. We hope this edition gives you something to reflect on as you plan your next course.

## Good Reads

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### Curated from Peer-Reviewed Scholarship on Andragogy

#### [Andragogical design thinking](#)

**Lockard, E. S., & Hargis, J. (2017).** *Transformative Dialogues: Teaching & Learning Journal*, 10(3).

In this article, Lockard and Hargis explore the convergence of andragogy and design thinking as a pedagogical strategy that challenges traditional classroom hierarchies. Drawing from adult learning theory and design thinking principles, the authors argue for a

shift from instructor-centered teaching to learner-driven environments that foster creativity, autonomy, and critical engagement. The paper includes practical applications and reflections from their own teaching experiences.

### [The 21<sup>st</sup> Century Syllabus: From Pedagogy to Andragogy](#)

**Fornaciari, C. J., & Lund Dean, K. (2014).** *Journal of Management Education*, 38(5), 701–723.

This article critically examines the evolving role of the course syllabus in management education, arguing for a shift from pedagogical to andragogical approaches. Fornaciari and Lund Dean contend that traditional syllabi—often operational and policy-driven—fail to engage contemporary learners, who process information differently and expect more interactive, personalized learning environments. Using four analytic frames—syllabus as contract, power, communication/signaling device, and collaboration—the authors propose a reimagined syllabus that aligns with adult learning principles.

### [Embedding engaged learning in high enrollment lecture-based classes](#)

**Lund Dean, K., & Wright, S. (2017).** *Higher Education*, 74, 651–668

This article addresses the challenge of fostering engaged learning in large, lecture-based university courses. Lund Dean and Wright explore pedagogical strategies that promote active student participation, deeper learning, and improved retention in high-enrollment settings. Drawing on case studies and empirical data, the authors demonstrate how intentional course design, inclusive teaching practices, and the integration of collaborative learning techniques can transform passive lecture environments into dynamic spaces for student engagement.



## Center Updates

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### **CAPACITY BUILDING WORKSHOPS**

In the current year, CLIP is conducting capacity-building workshops for MICA faculty using a three-pronged approach — focusing on curriculum content, classroom management, and pedagogy.

#### **Workshops for New Curriculum Content**

- i) Two-day workshop on [Use Cases and Industry Insights](#) for the Sales & CRM Team by Mangesh Chaudhari, SaaS and Martech Professional. May 29 & 30, 2025 (Hybrid).
- ii) A 12-hour program [MICA x The Product Folks](#) for the Product Management Team on various topics (Frameworks, Product Management Trends, AI Tools, Building Products for the AI World). May 26- June 8, 2025 (weekend hybrid sessions).

- iii) Three-hour workshop on the Evolving Ecosystem of BFSI for the BFSI Team by finance professionals Hemal Vakil & Puneet Kapoor. June 30, 2025 (in-person).
- iv) Two-hour workshop on Integrating AI in Marketing Curriculum for Marketing Team by Lubnaa Nafees, Director, Digital Transformations Program, Appalachian State University. July 4, 2025 (in-person).
- v) Four-hour workshop on Crafting Lasting Brands: A Masterclass with ITC's Kavita Chaturvedi (COO, ITC-SNACKS) for Brand Management & Marketing Teams. July 19, 2025 (in-person).
- vi) A three-day workshop on Agnetic AI: From Design to Multimodal Prototype to Product on July 28, 29 & 30 for the Research and Business Analytics Curriculum Team (in-person).



### **Under-the-hood AI Workshop**

A one-day workshop on AI in the Classroom was held for ALL Faculty Members by Praveen Garimella, Director, Online Learning at the Indian School of Business and Adjunct Faculty, Carnegie Mellon University.

### **Classroom Management Workshop**

A theatre-based workshop titled Theatre of the Self: Context, Connection and Care, with facilitators Monica Mahendru, Shena Gamat, and Vidushi Chadha from Syngriety Transformation Solutions, was held on Sept 11, 2025. The workshop was aimed at equipping faculty with a toolkit necessary to effectively manage 21st-century classroom situations.



### **EDITED VOLUME**

A book titled “**Community Engaged Learning in Higher Education: A Decolonial Approach to Community-Engaged Experiential Learning**” (Routledge UK), co-edited by Andrew Pitchford, Pooja Thomas, and Sonal Purohit that showcases eight case studies from India and the UK is forthcoming.



## Call for Papers

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### **Academy of Management Learning and Education**

[AMLE Special Section Call for Papers: Learning to Hope In and Through Management Learning & Education | Academy of Management](#)

**Submission Deadline: 27th February 2026**

**[AMLE Call for Special Issue Papers: Management Learning and Education as Drivers of Fundamental Alternative Forms of Organizing | Academy of Management](#)**

**Submission Deadline: 15th December 2025**

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**CLIP**  
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If something in this issue sparked a thought, a question, or a collaboration idea, we'd love to hear from you.

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