Paradigm Shift—Pedagogy to Andragogy to Heutagogy in Higher Education

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Paradigm Shift-Pedagogy to Andragogy to Heutagogy in Higher Education
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Introduction
Education has historically been a core concept in societies. Over the years we have seen shift in paradigms of educational thought with innovative trends and reforms in education. Locke, Dewey, Piaget, Montessori are only some of the contributors in the field of education. It is very difficult for the educational paradigm of the age to serve the so called virtual campus of the digital era as there is a movement from campus based learning to virtual education. The 21st century higher education sector has come a long way after undergoing continuous alteration from pedagogy to andragogy. Heutagogy a form of self determined learning with practices and principles rooted in andragogy has recently resurfaced as a learning approach in higher education. In the heutagogical approach learners are required to decide upon what to learn and how to learn and therefore the control of the learning process is on the learner and the role of the teacher becomes that of a navigator. In a heutagogical approach teaching and learning students are highly autonomous and self determined and emphasis is placed on development of their capacity and capability with the goal of producing generation next well prepared for the intricacies of today’s workplace. Initially this approach has been projected as a theory for applying to emerging technologies in distance education but has provided a basis for discussion into heutagogy as a theory for guiding the use of new technologies in higher education.

Conceptual Background
Pedagogy is the science and art of education. Its aims range from the full development of the human being to skills acquisition. Terms like pedagogy have emerged in the past and others as andragogy, active learning and heutagogy recently.

Pedagogy
Pedagogy is the art and science of teaching or leading (agogy) the child (pedi). So obviously the concept intends to deliver knowledge about youth. From the Greek the word pedagogy means to lead the child but it is simply used to mean the art and/or science of teaching and learning. Quite time and again the term is used in reference to the methods and strategies used by teachers in order to help students learn. Pedagogy is about the how of teaching and less about the what of teaching. In other words pedagogy is about the methods and not the subject or content. Pedagogy seeks answers to three important teaching and learning questions. 1) What do we want the students to learn? 2) How will we help them learn it? 3) How will we know when or if they learned it? In his inspiring educational proposal Locke (1776) refers to children in the following manner, “None of the things they are to learn, should ever been made a burden on them, or imposed on them as a task. Whatever is so proposed presently becomes irksome; the mind takes an aversion to it, though before it were a thing of delightful or indifference. Let a child be but ordered to whip his top at certain time every day, whether he has or has not a mind to it: let this be but required of him as a duty, wherein he must spend so many hours morning and afternoon, and see whether he will not soon be wary of any play at this rate. It is not so with grown men?”

Great respect for pedagogy has been based on Lockean assumptions that the individual mind is a clean slate at birth and learning is regulated by others but on behalf of the student. Regular students attaining literacy is seen to pave the way for knowledge attainment. Student can make sense of the world and generalize it from his/her particular perceptions and can have the potential to learn continuously by interacting with environment
and learn the wisdom of others and thereby enhance his/her creativity and relearn how to learn. What is more than evident in this old pedagogical paradigm is that it has emerged from child education and it is doubtful whether it can serve the needs of not only adult education but higher education as well.

**Andragogy**

The concept of *Andragogy* is derived from the Greek word *andras* that means man and *agogy* again. In the broadest sense andragogy is the study of teaching and learning with adults. It finds its meaning by contrasting it with pedagogy arguing that there are important distinctions worth considering when it comes to teaching adults. Malcolm Knowles is often referenced as the person who first popularized the term andragogy emphasising upon student centred and not teacher cantered strategies. As a result there is more attention placed upon the activities of the student that lead to than simply considering the strategies and behaviours of the teacher. In andragogy the focus remained on the adult student. Knowles *et al* (2005) recognize three layers of interaction namely principles of learning, individual and situational differences and goals and purposes of Learning. These layers indicate a shift from the initial conception of andragogy debating adult education. Hence we gain flexibility of andragogy on the name of universality abiding with other phenomena of globalization, digital enrichment and cultural pluralism making it quite necessary to address the issue of Self Directed Learning and recognize the basic needs of further educational reforms. According to Merriam (2001) students become increasingly self directed as they mature and recognize three goals in self directed learning viz. development of the student’s capacity to be self directed, fostering of transformation learning and promotion of emancipatory learning and social action.

The role of the teacher in an andragogical approach is that of tutor and mentor with the teacher supporting the student in developing the capacity to become more self directed in his or her learning. The teacher shows students how to find information and relates information to the student experience with a focus on problem solving within real world situations. Teachers establish objectives and curriculum and guide students while the responsibility for learning lies with the student.

**Heutagogy**

Heutagogy a concept coined by Stewart Hase of Southern Cross University and Chris Kenyon in Australia is the study of self determined learning. Word heutagogy merges from the Greek word *Heauto* that means self and *agogy* again. As we are aware that andragogy grew out of the term pedagogy, heutagogy is an offshoot of andragogy. Heutagogy maintains the andragogical student centred emphasis but takes it a step further by highlighting the importance of developing the skills necessary to learn on one’s own, so it is often described as the study of self determined or self directed learning. It is not just about learning content but also learning how to learn. It is particularly relevant approach in the digital age given the enormous content and resources available to anyone with a technological device and internet access. According to Blaschke and Hase (2015), “A *variety of economic, social, political and technological factors have come together to create a perfect storm of change in higher education.....People are now lifelong learners, learning their profession throughout life, in chunks and when they need it. Added to that, the explosive advancement of technology in the last decade has made learning readily accessible at any time, everywhere and in any form. The convergence of these factors has left higher education institutions scrambling and institutional, teacher and learner roles in a state of flux. Heutagogy, also called self-determined learning, offers a teaching and learning framework for navigating the oncoming storm.” The most recent list of the principles of heutagogy given by Hase (2014) is,

1. involve the learner in designing their own learning content and process as a partner
2. make the curriculum flexible so that new questions and understanding can be explored as new neuronal pathways are developed
3. recognize that learning is non-linear
4. individualize learning as much as possible
5. provide flexible or negotiated assessment
6. enable the learner to contextualize concepts, knowledge and new understanding
7. use experiential learning techniques
8. facilitate collaborative learning
9. facilitate reflection, and double loop and triple loop learning (metacognition)
10. provide lots of resources and let the learner explore
11. develop research skills including how to be discerning about ideas and content
12. differentiate between knowledge and skill acquisition (competencies) and deep learning
13. recognize the importance of informal learning and that we only need to enable it rather than control it
14. have confidence in the learner
15. recognize that teaching and teacher control can become a block to learning

**Heutagogy as an Extension of Andragogy**

As per Canning (2010) the heutagogical approach can be viewed as a progression from pedagogy to andragogy to heutagogy, with students likewise progression in maturity and autonomy as reflected in figure below.

(Progression from pedagogy to andragogy then to heutagogy given by Canning)

More mature students require less teacher control and course structure and can be more self directed in their learning while less mature students require more teacher guidance and course scaffolding. With its base in andragogy, heutagogy further extends the andragogical approach and can be understood as a continuum of andragogy. In andragogy curriculum, questions, discussions and assessment are designed by the teacher according to the student needs whereas in heutagogy the student sets the learning course, designing and developing the map of learning from curriculum to evaluation. Heutagogy emphasizes development of capabilities in addition to competencies. An overview of attributes that help demonstrate ways in which heutagogy builds upon and extends andragogy has been viewed as continuum of andragogy as given in the table 1 below.

<table>
<thead>
<tr>
<th>Andragogy (Self directed)</th>
<th>Heutagogy (Self determined)</th>
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</thead>
<tbody>
<tr>
<td>Single loop learning</td>
<td>Double loop learning</td>
</tr>
<tr>
<td>Competency development</td>
<td>Capability development</td>
</tr>
<tr>
<td>Linear design &amp; learning approach</td>
<td>Non-linear design &amp; learning approach</td>
</tr>
<tr>
<td>Teacher student directed</td>
<td>Student directed</td>
</tr>
<tr>
<td>Getting students to learn (content)</td>
<td>Getting students to understand (process)</td>
</tr>
</tbody>
</table>

Table 1

The needs of today’s higher education have changed. We don't need a one way communication from the teacher to the student anymore but rather we are learning to
appreciate the new role of the teacher as an intermediary of a double loop communication with mutual responsibilities and scopes towards the creation of knowledge. Higher education, with its emphasis on individual student participation is much closer to this approach of learning than to traditional learning methods.

Considering the current scenario of educational perspectives in vogue, pedagogical and even andragogical educational methods are no longer fully sufficient in preparing students for thriving in the place of work requiring a more self directed and self determined approach in which the student reflects upon what is learned and how it is learned. Advancement in technology have created a need for considering new pedagogical approaches with andragogy convincing some educators seemingly outdated in the light of modern development in new teaching methods, teaching learning resources and digital media. A heutagological learning environment in higher education can make possible the development of capable students and emphasizes both the development of student competencies as well as development of their capability and capacity to learn. Web 2.0 with a result of the affordances of social media also has complemented and supported this learning approach. Some time Heutagogy has been known as a net centric theory which serves as a framework for digital age teaching and learning.

Relevance to Higher Education

Higher education with its specific characteristics align itself with heutagogy in creating learning environments for supporting a teaching and learning approach that includes,

1. Technology’s symbiotic relationship with higher education requires that with each emerging technology higher educators can consider the implications of the technology on higher education theory and practices as a potential theory for applying to emerging technologies in higher education.

2. Traditionally higher education has been designed, developed, delivered, and targeted to the adult student with extensive life experience and more maturity.

3. Higher education as a distinct form of education requires and promotes autonomy with emphasis on a student skill that is central to a heutagogical teaching and learning approach.

4. Web 2.0 and social media has proved its existence and played an important role in designing and supporting a heutagogical approach by allowing students to direct and determine their learning path and by enabling them to take an active rather than passive role in their individual learning experiences.

5. Students become self directed to continue to learn on their own and can personalize their learning paths in the way they desire.

6. Recent research also indicates that the use of social media can support self determined learning. Cochrane and Bateman’s (2010) research showed that mobile learning supports collaboration, data and resource capturing and sharing and reflective practice.

7. An asynchronous learning tool helps to build students skills in developing, reflecting upon and transforming thinking processes and logic thereby helps to reinforce deeper learning and promotes problem solving and critical analysis.

8. The online learning tool provides active learning activities built around various scenarios that the student works through in a process of self discovery.

9. Active use of social media can help in creating student generated content that can contribute to development of skills of self directedness supporting cognitive and meta cognitive skill development.

10. Considering the over emphasised need for pedagogy and andragogy in higher education some educators assuming threat to their profession makes the concept of heutagogy unfeasible feeling that it is not reasonable to implement heutagogy based
teaching learning. But the reality is that educators in some of the professional higher education institutions like nursing, engineering, and education have found heutagogy to be a realistic response to the critical issues that their students are faced with in the place of work and have intended to design their learning environments based on the approach.

To implement self determined learning environment teachers need to alter their teaching approach first and foremost by placing value on student self direction of the learning process. Such a shift would require minimal change within higher education environments as higher education teaching methods support self directed learning and the teacher’s role is of guide. Teachers not only must change their approach to teaching and learning but also makes sure that they explain this type of learning to their students from the very start of class. Teacher expectations of students should be clearly assured that students are responsible for knowledge creation and deciding upon the learning path. Ongoing guidance and feedback as well as sharing of resources support students along their learning journey throughout the learning process if they are to develop the capability of self direction.

Conclusion

Human beings have an inborn behaviour of self determination to accomplish their goals in life. Higher education educators should recognize and nurture this behaviour by providing relevant learning opportunities that support learner autonomy and demand teacher’s role as facilitators of learning. While higher education is more accepting of pedagogical and andragogical approaches within the institutional framework it views heutagogy with more caution as heutagogy places full control of all aspects of learning into the hands of the student from curriculum development and instructional format to assessment. A lack of student preparedness may require a shift in student attitude and a greater emphasis on scaffolding within the course design process and on the development of student autonomy skills. Higher education has a particular resemblance to the heutagogical approach due to higher education’s inherent characteristics of requiring and promoting student autonomy, its traditional focus on adult students and its evolutionary and symbiotic relationship with technology. Because of this resemblance higher education is in a unique position to provide a sustainable environment for studying and researching this teaching and learning method and for assessing and evaluating the theory’s appropriateness as a theory of higher education.

References