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RESEARCH ARTICLE

PEDAGOGY, ANDRAGOGY AND HEUTAGOGY - CONTINUUM AND COMPARISON.

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Abstract

Pedagogy is the science of teaching to Children, Androgogy is the science of teaching to adults and Heutagogy is the science of self determined learning. Heutagogy is a learner-centered educational theory founded on the key principles of learner agency, self-efficacy, capability, and metacognition and reflection. Combined with today’s technologies, the theory provides a framework for designing and developing learner centered environments that have the potential to equip learners with the necessary skills for a lifetime of learning. In addition, application of heutagogy has been to shown to promote themes of both social responsibility and justice, as well as a more democratic educational process. This chapter outlines the fundamental principles of pedagogy, androgogy and heutagogy, or self-determined learning, and describes ways in which the theory can be applied, taking into consideration the critical and changing roles played by the student, teacher, and institution in creating a holistic, self-determined learning environment.

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Introduction:-

Teaching should aim at enhancing children’s natural desire and strategies to learn. Knowledge needs to be distinguished from information, and teaching needs to be seen as a professional activity, not as coaching for memorisation or as transmission of facts. (NCF, 2005. P.viii) At this juncture, it reminds us to possess the sound knowledge on three theories or strategies or sciences of teaching to different standards of pupil which emerged in surpassing one after the other, viz., Pedagogy, Andragogy and Heutagogy.



Figure 1:-Origins and Essence of Pedagogy, Andragogy and Heutagogy

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Pedagogy:

The Merriam-Webster Dictionary Online (2014) defines pedagogy as “the art, science or profession of teaching” (p.1). Smith (2012) defined it as “the art and science (and may be even craft) of teaching” (p. 1). Knowles (1973) defined it as the art and science of teaching children. Pedagogical principles began around the time a more formal educational experience was adopted about 13 centuries ago in the monasteries of Europe where monks were the most educated of the population at that time. The term comes from the Greek terms ‘paid’ and ‘agogus’ which mean leader of a child (Holmes & Abington-Cooper, 2000). Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Andragogy:

Merriam Webster Dictionary Online (2014) defines andragogy as “the art and science of teaching adults.” This concept of andragogy was first defined by Alexander Kapp in 1833 to describe the teaching style of Plato who formalized Socratic principles (Nottingham Andragogy Group, 1983). Knowles (1970) defined it as the art and science of helping adults learn. In 1968, Malcolm Knowles proposed “a new label and a new technology” of adult learning to distinguish it from pre-adult schooling. According to *Malcolm Knowles* Andragogy is the art and science of helping adults learn. Few of its features are:

1. Adults desire and enact a tendency toward self-directedness as they mature
2. Adults’ experiences are a rich resource for learning. They learn more effectively through experimental activities such as problem solving etc.,
3. Adults are aware of specific learning needs generated by real life
4. Adults are competency-based learners who wish to apply knowledge to immediate circumstances

A climate of mutual respect is most important for learning: trust, support, and caring are essential components. Learning is pleasant and this should be emphasized

Principles of Adult Learning

1. Autonomous and self- directed
2. Life experiences and knowledge
3. Goal- oriented
4. Relevancy- oriented
5. Practical
6. Respect

Heutagogy:

Simply stated, heutagogy is the study of self-determined learning and was first described by Hase and Kenyon (2001) as: an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning and the need for, as Bill Ford (1997) eloquently puts it ‘knowledge sharing’ rather than ‘knowledge hoarding’. In this respect heutagogy looks to the future in which knowing how to learn will be a fundamental skill given the pace of innovation and the changing structure of communities and workplaces. (Hase & Kenyon, 2001, para. 7) The definition of heutagogy was further refined in a later Hase & Kenyon (2007) publication as “derived from the ancient Greek for ‘self’ [...] and is concerned with learner-centred learning that sees the learner as the major agent in their own learning, which occurs as a result of personal experiences” (Hase & Kenyon, 2007, p. 112). The theory is based on and has emerged from a variety of foundational, learner-centered educational theories, such as transformational learning (Mezirow & Associates, 1990), constructivism (Vygotsky, 1978), andragogy (Knowles, 1975), self-determination theory (Deci & Ryan, 2001), capability (Stephenson, 1996), humanism (Maslow, 1943), and reflection and double-loop learning (Schön, 1983; Argyris & Schön, 1978). Its fundamental principles include learner agency, self-efficacy, capability, and meta-cognition (knowing how to learn) and reflection (Hase & Kenyon, 2001; 2007; Blaschke, 2012; 2016).

It is thirty years since Knowles introduced us to the concept of andragogy as a new way of approaching adult education. Much in the world has changed since that time, and we all know that the rate of change seems to increase every year. Heutagogy, the study of self-determined learning, may be viewed as a natural progression from earlier educational methodologies - in particular from capability development. The concept of truly self-determined learning, called "heutagogy", builds on humanistic theory and approaches to learning described in the 1950s. Heutagogy or self-determined learning was born in 2000 (Hase & Kenyon, 2000). It is suggested that heutagogy is appropriate to the needs of learners in the workplace in the twenty-first century, particularly in the development of individual capability.

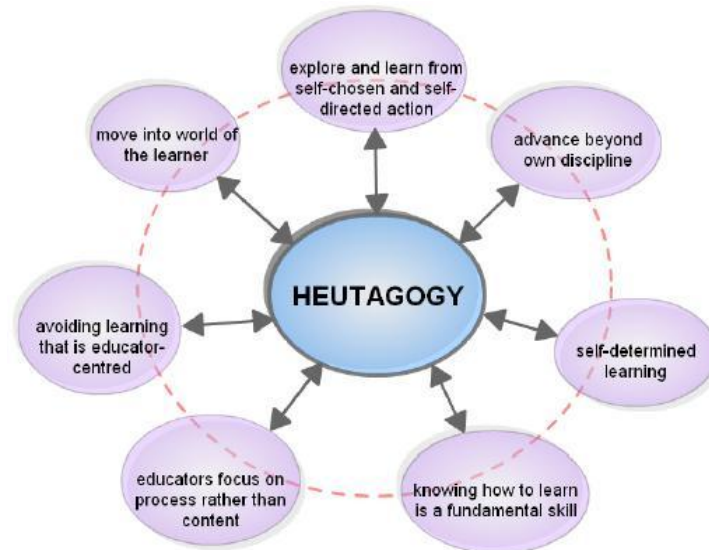


Figure 2:-Characteristic Features of Heutagogy

The need for Heutagogy

The revolution in various fields recognizes the changed world in which we live. A world in which: information is readily and easily accessible; change is so rapid that traditional methods of training and education are totally inadequate; discipline-based knowledge is inappropriate to prepare for living in modern communities and workplaces; learning is increasingly aligned with what we do; modern organizational structures require flexible learning practices. There is a need for immediacy of learning. A heutagogical approach recognizes the need to be flexible in the learning, where the teacher provides resources but the learner designs the actual course he or she might take by negotiating the learning. Thus learners might read around critical issues or questions and determine what is of interest and relevance to them and then negotiate further reading and assessment tasks. With respect to the latter, assessment becomes more of a learning experience rather than a means to measure attainment. As teachers we should concern ourselves with developing the learner's capability, not just embedding discipline-based skills and knowledge. We should relinquish any power we deem ourselves to have. While andragogy is student-centered or student-directed learning, heutagogy is self-directed learning. The seminal work on heutagogy was done by Hase and Kenyon of Southern Cross University in Australia in 2000. Heutagogy is a much more holistic approach which teaches students how to learn and gain the competencies and skills they need for their selected field.

Learner-centeredness is at the heart of heutagogy, and learner agency is a major component of the theory. When engaging in heutagogic practice, the learner takes center stage, as she or he determines the learning path, defining learning objectives and outcomes, as well as how that learning will be assessed. The learning path is non-linear, thus allowing the learner to explore all relevant and available paths to learning; as part of this transition, the role of the instructor becomes that of a guide and a mentor in the learning process. This learner agency is a foundational premise of heutagogy, one that contributes and feeds into other principles of the theory, for example, learner self-efficacy and capability. Once the learner becomes an active agent of his or her learning, he or she begins to develop self-efficacy, which then has the impact of promoting cognitive development and positive self-perception, and reinforcing the learner's sense of accomplishment and ability while learning (Bandura, 1993). In addition, by embracing personal autonomy, the learner is placed in a position of making decisions about how and what she or he learns, driven by intrinsic motivation (Deci & Ryan, 2002). As the learner more deeply engages with the learning process, she or he undertakes a process of reflection, not only about what has been learned

and how it has been learned (double-loop learning and metacognition) – but also how the new knowledge impacts his or her values and beliefs (Argyris & Schön, 1978; Schön, 1983). According to Mezirow (1990), this process of engaging in critical reflection leads to transformative learning, offering opportunities for emancipation in thinking about deeply rooted belief and value systems. Hase & Kenyon (2007) support these views and consider learning to be “an integrative experience where a change in behaviour, knowledge, or understanding is incorporated into the person’s existing repertoire of behaviour and schema (values, attitudes and beliefs) [...] if learning has taken place, competencies can also be repeated and even adapted in unfamiliar, unanticipated situations” (Hase & Keynon, 2007, p. 112). While competency can be considered a stepping stone in one’s learning, capability – or the ability to demonstrate competency in new environments – is the intended goal.

Stephenson & Weil (1992) consider capability to be essential to the learning experience and to the long-term development of learners, as it equips them with the necessary ability to deal with the uncertainty and change of the workforce and to take on individual responsibility in decision-making.

Different role of Pedagogy, Andragogy and Heutagogy on various factors

<p>Pedagogy, Andragogy, Heutagogy compared.</p> <p>Heutagogy: The management of self-managed learners</p>	Dependence	Pedagogy Children’s learning The learner is a dependent personality. Teacher determines what, how and when anything is learned.	Andragogy Adults learning Adults are independent. They strive for autonomy and self-direction in learning.	Heutagogy Self-directed learning Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.
	Resources for learning	The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner’s head.	Adults use their own and other’s experience.	Teacher provides some resources but the learner decides the path by negotiating the learning.
	Reasons for learning	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
	Focus of learning	Learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centred.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others’ experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
	Motivation	Motivation comes from external sources – usually parents, teachers and a sense of competition.	Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
	Role of the teacher	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness.	Develop the learner’s capability. Capable people: <ul style="list-style-type: none"> • Know how to learn • Are creative • Have a high degree of self-efficacy • Apply competencies in novel as well as familiar situations • Can work well with others.

Figure 3:-Different role of Pedagogy, Andragogy and Heutagogy on Various factors

Here, the theories namely, Pedagogy, Andragogy and Heutagogy and their role among the dependence factor, Dependence, Resources for Learning, Reasons for learning, Focus of Elarning, Motivation, and the Role of the teacher are elaborated. The meaning of the terms – Pedagogy is the Children’s Learning, Andragogy is Adults Learning and Heutagogy is Self – Directed Learning

Different role of Pedagogy, Andragogy and Heutagogy on Various factors

Dependence of the learner:

In Pedagogy, the learner is a dependant personality. The teacher determines what, how and when anything is to be learnt. In Andragogy, adults are interdependent. They strive for autonomy and self-direction in learning. In Heutagogy, learners are interdependent.They identify the potential to learn from novel experiences as a master of course. They are able to manage their own learning.

Resources for Learning:

In Pedagogy, the learner has few resources - the teacher devises transmission techniques to store knowledge in the learner’s head. In Andragogy, learners use their own and other’s experiences. In Heutagogy, Teacher provides some resources but the learner devides the path by negotiating the learning.

Reasons for Learning:

In Pedagogy, learns in order to advance to next stage. In Andragogy, adults learn when they experience a need to know or to perform more effectively. Learning is not necessarily planned or linear; In Heutagogy, learning is not necessarily based on need but on the identification of the potential of learners to learn in novel situations.

Focus of learning:

In Pedagogy, learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter. In Andragogy, adult learning is task or problem centred. In Heutagogy, learners can go beyond problem solving by enabling pre-activity. Learners use their own and others’ experiences and internal processes such as - reflection environmental scanning, experience and interaction with other, and pre-active as well as problem solving behaviours.

Motivation:

In Pedagogy, motivation comes from external sources - usually parents, teachers and a sense of competetion. In Andragogy, motivation stems from internal sources - the increased self-esteem, Confidence and recognition that comes from successful performance. In Heutagogy, self-efficacy, knowing how to learn, creativity and ability to use these qualities in novel as well as familiar situations and working with others will be he thing that takes place.

Role of the teacher:

In Pedagogy, the learner designs the learning process, imposes material, and is assumed to know the best. In Andragogy, the learner will be the enabler or facilitator, besides the climate of collaboration, respect and openness ripes. In Heutagogy, it develops the learner’s capability. Develops the capable people, they knows how to learn, are highly active, have a high degree of self-efficacy, apply competencies in novel as well as familiar situations, and work well with others.

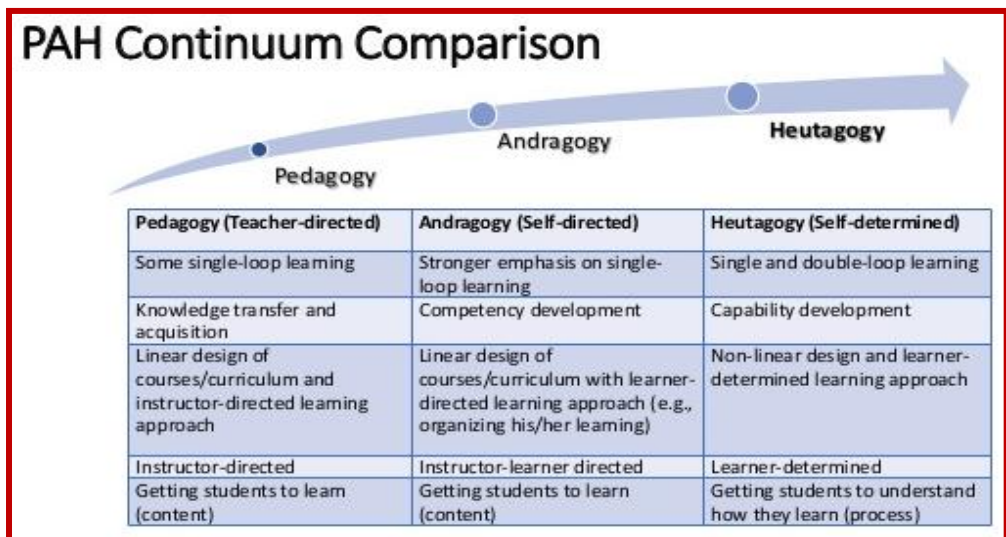


Figure 4:-Pedagogy, Andragogy and Heutagogy Continuum Comparison

Conclusion:-

This paper summarises the meaning, definitions, features, uses and advancements in the science of teaching. It claims that, although pedagogy and andragogy are usually presented upon a continuum where andragogical practices are not usually used until the student is no longer an undergraduate, some students mature much quicker and may feel restrained by pedagogical practices. Consequently, some adult students are not ready for andragogical practices and still need pedagogical methods. Ultimately, what techniques might be in need will always be based on content area and student need. When designing curriculum, contexts of educational theories from pedagogy through

heutagogy may be needed for multiple reasons. The first is to try to meet the needs of all learners. The second is to attempt to increase the educational maturity level of those students who may still be at the pedagogical level. It would be ideal for all students to reach the level of heutagogy, particularly in graduate education and above studies as per the requirement and necessity.

Key Terms:

1. Andragogy: the teaching of adults
2. Behaviorism: learning epistemology where knowledge is gained through stimulus and response
3. Cognitivism: learning epistemology where facilitating learning is dependent on the understanding of the human mind
4. Constructivism: learning epistemology where knowledge is created through interaction between their experiences and ideas (or content)
5. Epistemology: a theory of knowledge
6. Heutagogy: self-determined learning
7. Holistic Learning: encompassing all aspects of the learning experience; not just knowledge, but true learning and critical thinking
8. Pedagogy: the teaching of children
9. Self-determined Learning: self-regulated and self-directed learning; internal motivation to learn
10. Self-directed Learning: taking action and responsibility for one's own learning

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