Is Heutagogy inevitable? Insights into Conceptions, Objectives, and Practices.

LAALA Youcef

University of Biskra (ALGERIA), youcef.laala@univ-biskra.dz

Abstract

Heutagogy is by definition the study of self-determined learning, based on the theory, which says that the focus in learning should be on what, and how learners want to learn rather than what is to be taught. Self-determined learning urges the shift from a teacher-centred learning to a learner-centred one in which the learners can invest in their autonomy, self-efficacy and different metacognition skills. The aim of Heutagogy is to create life-long learners equipped with adequate tools, including technology to face the complexities of the work place, which requires universal potentials capable of solving different problems in different contexts. The renewal of this approach is not accidental but a result of an extension of Andragogy and the emergence of advanced technology helping distance education and the need to generalize practices based on distance instruction and guidance among teachers, instructors and lecturers using new technology like social media to deliver pedagogical content. Based on a review of current research and literature, this paper discusses the concept of Heutagogy and Andragogy, and the importance of distance learning within the integration of technology.

Keywords: Heutagogy, self-determined learning, self- directed learning, Andragogy, distance learning, the SIDE Model.

I- Introduction :

Worldwide globalisation has obliged the educational system to think again about how to help learners to fit into a very demanding and complex workplace. A context that needs particular skills and competencies, to face the challenges of different situations in both academics and professions. Actually, a more individualized and personal approaches are needed in the sense that learners would acquire the ability to decide what and how to learn through directed-learning and self-determined learning particularly along with the affordance of technology which helped a lot in making easy the transfer and sharing of information/ data. This has given the practitioners of the field many ideas to create new approaches, which consider learners in the heart of the process, thus to give them a full control and responsibility of their learning according to the foundations of Heutagogy. The next part of this paper discusses the concept of Heutagogy in the light of current research and literature and tries to give a basic understanding of this theory in the educational context. Another important aspect is the relationship between the elements of the learning/ teaching process represented by the learners, teachers and the educational administration and the application of Heutagogy with technology use to support distant learning. The paper also tries to discuss different issues related to research about Heutagogy as a theory which advent the use of technology and distant practices within learning contexts through the SIDE Model by Eric Belt.

I.1. Andragogy (Self-Directed Learning):

Before dealing with Heutagogy and for a better understanding, we need to know about its ancestor, which is Andragogy, defined by Knowles (1975) as:

"self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."

According to the above definition, the responsibility to learn is put on the learners' shoulders; they have to decide what to learn and how to learn it. To understand more the concept of self-directed learning, it is often compared to its opposite which is 'teacher-directed learning' referred to as Pedagogy. Theories about self-directed learning have come to name it Andragogy derived from *andr* of the Greek word *aner* (meaning 'man'). According to Knowles, Andragogy is the art and science of helping adults to

learn (1975). A particular point should be addressed here is saying if this approach has been designed exclusively for adults learners or for another targeted population, in fact no, any teacher can choose to teach according to given considerations including the following items: level, context, content, objectives…etc.

I.2. Heutagogy:

The center of our interest is Heutagogy, this new approach that considers the learners the core of the learning process, defined by Hase and Kenyon (2001) as:

"The study of self-determined learning and draws together some of the ideas presented by these various approaches to learning. It is also 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 to pace of innovation and the changing structure of communities and workplaces."

Heutagogy embraces a shift of emphasis from the previous teacher-centred approaches of teaching to more learner-centred ones in which the teacher shares the knowledge rather than the act of controlling and shaping it. In fact, the teacher has the role of a guider and a reliable source of information, and facilitates the learning path for the learners in a way to gain particular competences needed to take their own way through real life experiences. Blaschke (2012) in her definition of Heutagogy discussed the concept of competences and capabilities as the following:

"In self-determined learning, it is important that learners acquire both competencies and capabilities (Stephenson, 1994 as cited in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007). "Competency can be understood as proven ability in acquiring knowledge and skills, while, capability is characterized by learner confidence in his or her competency and, as a result, the ability "to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings." (Cairns, 2000, p. 1, as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, p. 252).""

The characteristics of capable people are enumerated here as having self-efficacy skills in knowing how to learn and the way to achieve it, they communicate and work together and with others, they are creative, adaptable and flexible in different situations particularly in unknown ones, and having positive values about learning in general. As described by Blaschke (2012) capable people need to show the following characteristics:

- self-efficacy, in knowing how to learn and continuously reflect on the learning process;

- communication and teamwork skills, working well with others and being openly communicative;
- creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach;
- positive values (Hase & Kenyon, 2000; Kenyon & Hase, 2010; Gardner et al., 2007).

The success of the learning process needs undoubtedly the knowledge of how to learn which is essential for the learners before anything else, combined with good communicative skills, creativity and positive values this knowledge would be the ultimate source to guide them into this demanding approach.

For many people, including me, the concepts of Andragogy and Heutagogy seemed to be the same since they are the result of the power of evolution. Related to the same concepts and serve the same objectives, i.e., creating a self-efficient and responsible learner but it is worth talking about their ancestor, which is pedagogy, through a comparative description to make thing clearer for everyone. The following table traces major traits of the three approaches and the different roles of the learner as well as the teacher:

Table 1. A Comparison of Assumptions of Pedagogy, Andragogy, and Heutagogy

	Pedagogy	Andragogy	Heutagogy
The teacher	*Guru* Directs what, when, how a subject is learned and tests that is has been learned	*Expert* Encourages and nurtures movements toward independence	*Co-learner* May not be necessary at all.
The learner	Dependent.	More independent and self-directing.	Independent, self-directing
The learners' experience	*Of little worth* Hence teaching methods are didactic	*A rich resource for* learning. Teaching methods include discussion, problem-solving etc.	*Essential to learning* Teaching methods mandate student involvement in learning objectives
Readiness to learn	*Learn what society expects* Standardized curriculum	*Learn what they need to know* Programmes organised around life application	*Redefine their learning needs as they learn* Programmes designed by student
Orientation to learning	*Acquisition of subject matter* Curriculum organized by subjects	*Based around experiences* Performances centred in their learning	*Capability-oriented* Learning how to learn and apply learning
Learning process	*Linear*	*Linear with feedback*	*Heuristic*

Adapted from Jarvis (1985: 51) and Hase & Kenyon (2003: 3) in Rushworth (2009: 943)
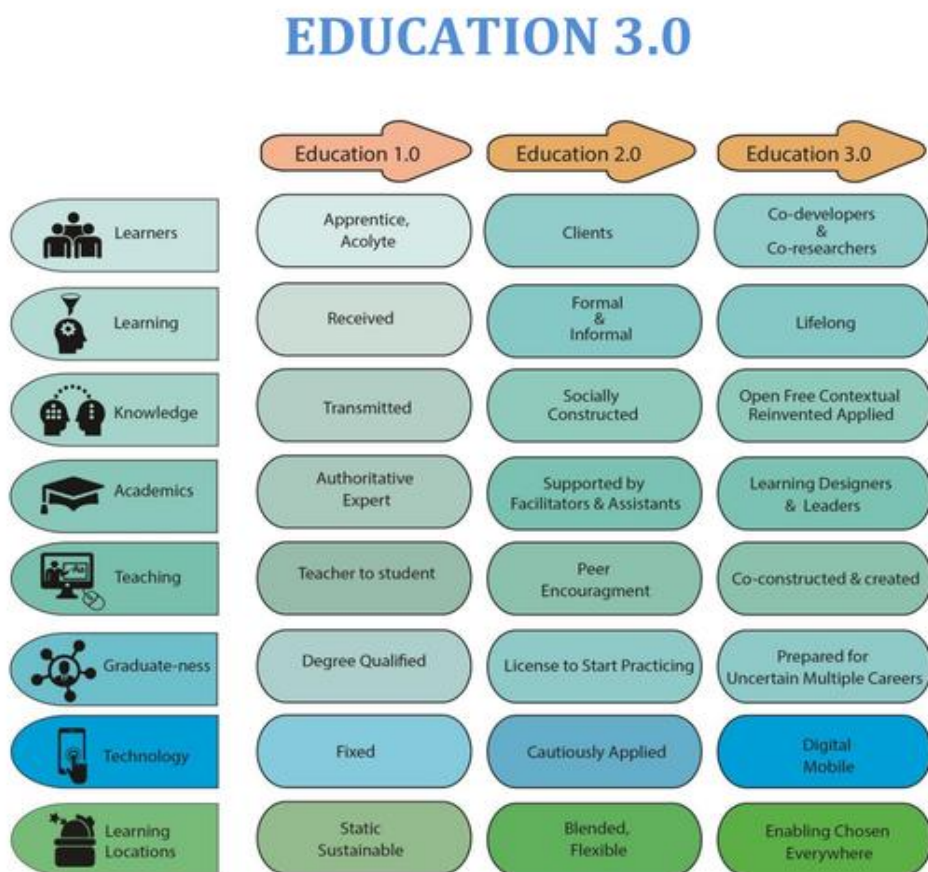
Among the most important key features of Heutagogy are the independency and self-directness of the learner, which considered a partner rather than a separate actor. In addition, we need to stress that learners should be involved in the set of learning objectives, which are essential of teaching/learning process.

I.3. The Relation between Heutagogy and Technology:

In a new era of open educational resources, online courses, and social media, the predominance of new technology has led to create new learners profile who are more in control of what they want to learn and how they want to achieve it. The classical way of doing studies is no longer the same even for higher education where the choice of content and the way to deal with it has changed drastically. (Stewart. H, & Chris. K, 2013, p56)

Today's edupunks – a term used by Kamenetz (2010) to describe the new, self-directed and self-determined learner – want to learn on their own terms. A transformation of higher education is unfolding – 'a colossal shift . . . toward informal and non traditional learning pursuits chosen by the learner where much of the content is free and open' (Bonk, 2009, p. 40) in Blaschke (2013) – and new technologies are paving the way.

Heutagogy provides a theoretical framework about how technology and its several systems can serve and help promoting those new orientations in learning. The actual norm used to identify the type of technology used within the Heutagogical education is called '**Education 3.0**', which is linked to Web 3.0. Based on its principles Education 3.0 was inspired by Web 3.0, which gives to its users the freedom to choose what, and how to learn, because of its concept Education 3.0 is well designed to embrace the foundations of Heutagogy saying that the learning experience is more personalized and self-determined. When brought together, teachers, learners, media, and connections, this would create the ideal path to fulfil the whole community needs. The following figure compares between the previous models of education and the latest version.

Fig.1. The Characteristics of Education 1.0, 2.0, and 3.0

EDUCATION 3.0

	Education 1.0	Education 2.0	Education 3.0
Learners	Apprentice, Acolyte	Clients	Co-developers & Co-researchers
Learning	Received	Formal & Informal	Lifelong
Knowledge	Transmitted	Socially Constructed	Open Free Contextual Reinvented Applied
Academics	Authoritative Expert	Supported by Facilitators & Assistants	Learning Designers & Leaders
Teaching	Teacher to student	Peer Encouragment	Co-constructed & created
Graduate-ness	Degree Qualified	License to Start Practicing	Prepared for Uncertain Multiple Careers
Technology	Fixed	Cautiously Applied	Digital Mobile
Learning Locations	Static Sustainable	Blended, Flexible	Enabling Chosen Everywhere

Salmon, G., Blog (2017).

I.4. The Role of the Teacher, Learner and the Institution:

      The actual conditions of education have driven many changes in the conceptions, considerations and practices of the educational process. The shift from the teacher centeredness to the learner's one has implied a remaking of the educational organization. The new model includes new roles given to the teacher, the learner and the institution. The learner needs to be more responsible of its own learning particularly when it comes to objectives and outcomes; the teacher becomes more and more a guiding source, and finally the institution, which supplies with the infrastructure, network access and any kind of support. According to Gibbons five (5)

essential elements are needed to the success of the self-directed learning operation; first, student control as much of the learning experience as possible, skill development, students' learning to challenge themselves to their best possible performance, students' self-management-that is, management of themselves and their learning enterprises, and finally, self-motivation and self-assessment. (2002, p.11)

I.5. Applying Heutagogy in Online Learning (The Side Model by Eric Belt):
I.5.1. Definition:
According to Belt (2014, 181): "The SIDE model is a way of supporting Heutagogy in the online learning environment. SIDE is an acronym for Students, Instructors, Design, and Experiential learning…"

I.5.2. The Components of The SIDE Model:
The following is a short description of the elements composing the SIDE Model

- The Student: the student is at the heart of the learning process as their have most control of their learning starting from a personalized environment to the chose the way of when and how to be instructed. The easiness of getting the necessary information combined with learners' resources and capabilities would fit easily with their needs.
- The Instructor: The most considerable change in the conception of the classical teacher is no longer the same in the context of the Heutagogical approach to learning. The teacher plays a greater role in guiding and paving the way for the learners to become partners in the learning process.
- The Design: The design of an online course should allow a degree of search, exploration, and discovery where students can explore their natural curiosity and have the ability to apply this in the online learning environment. A Heutagogical approach to learning requires a shift in instructional design to encourage learning approaches through Universal Design for Learning (UDL), non-linear learning, double-loop learning, and self-directed learning.
- Experiential Learning: As said above, learners should be in control of their learning process. All the contributors help

in facilitating the access to sources of information the students need only, learning is purely personal.

I.5.3. Applying the SIDE Model:

The SIDE Model promotes the idea that learning occurs in two ways, formal and informal contexts. According to the later distinction, we have two labels; the first is called 'Informal Heutagogy' or version A, and the second 'Formal Heutagogy' or version B as shown in the following figures:

Fig.2. Applying the SIDE Model
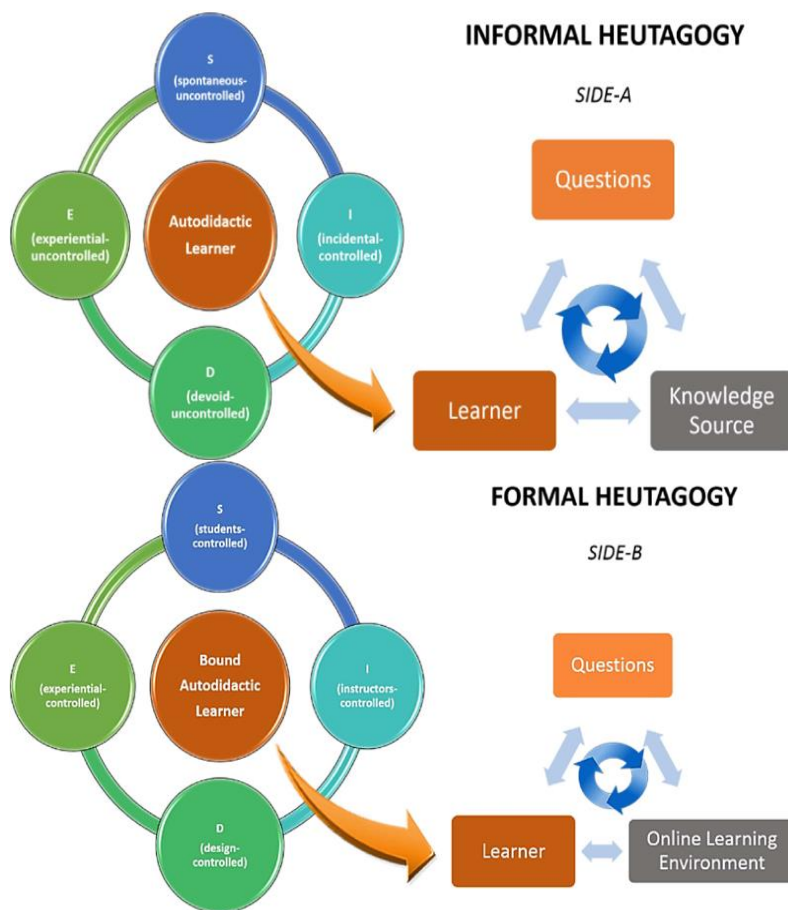
Belt, E., (2014). Page: 181

Figures 16.1 and 16.2 depict the SIDE model and the best practice of moving from the informal version A to the formal version B of Heutagogy.

Informal Heutagogy, version A, places the learner at the center of the learning design as an autodidactic learner. The learner seeks knowledge, questions, and answers through various knowledge sources. In this version, the knowledge source can be anything from an application, to a mobile phone, to a computer, to a friend, or to a massive open online course (MOOC): the interaction with the knowledge source is usually unique to each individual learner. Formal Heutagogy also places he learner at the center of the learning design, but as a bound autodidactic learner. Being a 'bound autodidactic' means that, there is a structure and a control for the student used in the learning process. In formal learning, the students seek knowledge from dedicated knowledge sources including, but not limited to, an online, classroom, college, institution, or university environment. Dedicated knowledge sources are places where students and teachers have, as a minimum, a pedagogical exchange; a starting point wherein Heutagogy can grow and develop.

II. Conclusion:

Heutagogy as new approach to learning has broken up with the classical methodologies. Heutagogy gives learners the complete freedom to decide for their own learning experience. Heutagogy also motivates learners to develop and explore their capacities needed to succeed in their journey to learn and achieve their goals. Through their way to learn and discover what they want to learn, learners become more self-aware of what they need to learn according to personal preferences and styles. At the end, it is worth to mention that the establishment of a context beneficial for Heutagogy needs to consider some important factors. Factors, including the engagement of the institution to facilitate the design of an online environment, and the need for the assessment of the distance learning. Something, -which-most of the time- are not an easy task to achieve

Referrals and references:

1. Knowles, M, S,. (1975). Self-Directed Learning. U.S.A. Cambridge Adult Education. ISBN : 0-8428-2215-1.
2. Hase, S & Kenyon, C. (2001) Moving from andragogy to heutagogy: implications for VET, Proceedings of Research to Reality: Putting VET Research to Work: Australian Vocational Education and Training Research Association (AVETRA), Adelaide, SA, 28-30 March, AVETRA, Crows Nest, NSW.

3. Blaschke, L, M. (2012). Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. The International Review Research In Open And Distance Learning.

4. Hase, S and Kenyon, C. (2013). Self-Determined Learning. London, New York. Bloomsbury.

5. Rushworth, S. (2009). The Use of General Principles As An Integrating Framework For An Entreneurship Education Program. Swinburne University Of Technology, Hawthorn, Australia. AGSE 2009.

6. Blaschke, L, M. (2018). Self-determined Learning (Heutagogy) and Digital Media Creating integrated Educational Environments for Developing Lifelong Learning Skills. Springer Fachmedien Wiesbaden GmbH 2018 D. Kergel et al. (Hrsg.), The Digital Turn in Higher Education, https://doi.org/10.1007/978-3-658-19925-8_10.

7. Blaschke, L, M., Hase, S., Kenyon, C. (2014). Experiences in Self-determined Learning. ISBN: 1502785307 ISBN-13: 978-1502785305.

8. Belt, E., (2014). In Experiences in Self-determined Learning. ISBN: 1502785307 ISBN-13: 978-1502785305. Page : 181.

9. Salmon, G., (2017). Blog : https://www.gillysalmon.com/blog/higher-education-3-0-and-beyond

10. Gibbons, M. (2002). The Self-Directed Learning Handbook. Challenging Adolescent Students to Excel. Published by Jossey-Bass AWiley Imprint 989 Market Street, San Francisco, California 94103-1741.