

Guest Editorial

Heutagogy: A Paradigm Shift from Pedagogy to Andragogy

Heutagogy, a form of self-determined learning with practices and principles noted in andragogy, has resurfaced as a learning method in higher education. In a heutagogical approach, the learner decides what to learn and how to learn and, therefore, exercises control of the learning process while the teacher is only a navigator. In heutagogy, students are highly autonomous and self-determined and emphasis is placed on their capability and capacity with the intention of producing the next-generation professionals well prepared for intricacies of today's workplace. Hase and Kenyon¹ of Australia coined the term "heutagogy" meaning "self-gain." Heutagogy is often called self-determined learning or self-directed learning. It emphasizes on developing skills necessary to learn on one's own. Apart from learning the content, it also talks about learning how to learn. Given the technological support, it has an enormous content approach to learn through the Internet. Blaschke and Hase² observed that heutagogy is called self-determined learning offering teaching and learning framework for navigating oncoming storm of economic, social, political and technological factors. People are now lifelong learners, learning throughout life in chunks.

Hase³ has pronounced a long list of principles of heutagogy as follows:

1. Involve the learners 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 nonlinear.
4. Individualize learning as much as possible.
5. Provide flexible or negotiated assessment.
6. Enable the learner to conceptualize concepts, knowledge, and new understanding.
7. Use experiential learning techniques.
8. Facilitate collaborative learning.
9. Facilitate reflection and double-loop or even triple-loop learning (metacognition).
10. Provide resources and let the learner learn.
11. Develop research skills including how to be discerning about ideas and content.
12. Differentiate between knowledge and skills 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 can become a block to learning.

Canning⁴ observed that heutagogy can be viewed as a progression from pedagogy to andragogy to heutagogy with students also maturing in autonomy to learn. Students who are more mature require less teacher control and can be more self-directed learners. On the contrary, less mature students require more guidance and scaffolding from the teacher. As already mentioned, heutagogy is a continuum of andragogy. Andragogical principles allow curriculum, evaluation, and discussion to be designed by the teacher according to students' needs; while in heutagogy, students set the learning course, designing and developing the map of learning from curriculum to evaluation. Heutagogy also talks about acquiring capabilities in addition to competencies (Table 1 and Fig. 1).

Table 1: Attributes of andragogy–heutagogy progression

<i>Andragogy (self-directed)</i>	<i>Heutagogy (self-determined)</i>
Single-loop learning	Double-loop learning
Competency development	Capability development
Linear design and learning approach	Nonlinear design and learning approach
Teacher directed	Student directed
Getting students to learn (content)	Getting students to understand (process)

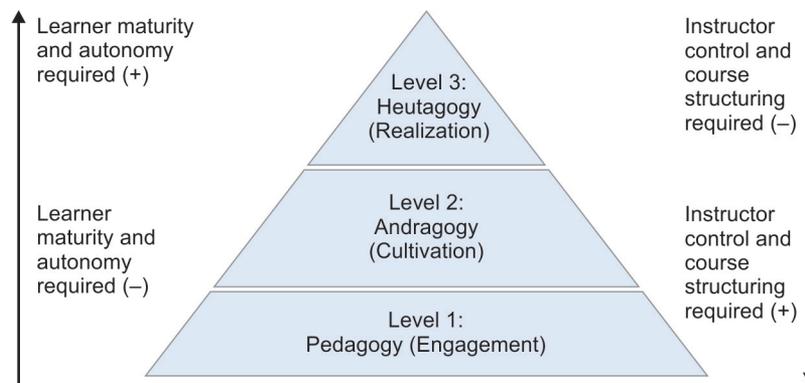


Fig. 1: Progression from pedagogy to andragogy to heutagogy⁴

Considering the development in educational technology, pedagogy and andragogy have become insufficient because they lack reflection of what is learned and how it is learned by students. Perhaps a heutagological learning environment can make it possible to create capable students and can result in both the development of student competencies and capability and capacity to learn. Sometimes, heutagogy has been known as a net-centric theory serving as a framework for digital-age teaching and learning. Higher education educators should utilize the inherent quality of self-determination of students to help them to learn to accomplish their goals in life. This should be recognized and ample opportunity must be provided for students to nurture this behavior by providing learning opportunities that support learner autonomy. Educators should not view heutagogy with suspicion, as it crosses the boundaries of pedagogy and andragogy and places full control of all aspects of learning into the hands of the student.⁵

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