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RETHINKING ANDRAGOGICAL PRACTICES FOR THE 21ST CENTURY: A STEP TOWARDS HEUTAGOGY

*Mrs. Asawari S. Ashtekar,

* Assistant Professor, Ganpat Parsekar College of Education, Harmal, Goa

Abstract:

A teaching- learning process has traditionally been considered as a pedagogic relationship between the teacher and the learner. Also, in higher education it was mostly the teacher who decided what the learner needed to know, and instead how the knowledge and skills should be taught. In the field of higher education, Knowles (1970) suggested an important change in the way in which educational experiences for adults should be designed. The approach known as Andragogy, provided learner-centred ways for improving educational methodology by considering how adults learn. Andragogy meets the needs of the learners to a great extend; it has still some gaps in terms of self-determination which is an essential skill in the 21st century.

It is inevitable to go one step beyond Andragogy termed as Heutagogy (Hase & Kenyon, 2000). A learning process of the 21st century requires dynamism and continuous innovation by the learner. There is a need for a new set of principles and practices that may have applications across the whole spectrum of education and help an adult to become a lifelong learner. With the existing environment being highly unpredictable, it is important for an adult learner to possess an 'all round' capacity which is centred around self-efficacy, knowing how to learn, being creative, the ability to use competencies in familiar as well as novel situations and the most important is working with others to use collective intelligence. The study is to comprehend the significance of Heutagogy in present day higher education.

Key words: *Andragogy, Self-determination, Heutagogy, A Lifelong Learner*

Introduction:

Ackoff and Greenberg (2008) describe so elegantly, humans are hijacked very early in life by an educational system at each level that was designed in the industrial revolution to educate workers to make the industrial wheel go around. Most of learners, after completion of degree level education don't get the proper track for their life. The adult become the literate person than the educated person. Unfortunately, in this system 'Assessment' has become the key for opening doors and teaching is geared to providing the key to the learner. However, for today's knowledge revolution, this type of system will not work as information is readily and easily accessible for a learner. Also, a change is so rapid and multidisciplinary approach is required for acquisition. In such knowledge society, pedagogy will not serve the purpose for an adult education as the outcomes required are more productive one. Knowles (1970) suggested the new term 'Andragogy' as 'helping adults learn' which promotes the shift for educating adults which is different from pedagogy.

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Andragogical Practices:

According to the Knowles (1970) study it is highlighted that, adults take the charge of their learning under the guidance of a teacher which performs a role of facilitator. Creating learning situations for a learner is the key to this andragogy. He summarized the four key characteristics of the learners in andragogic model.as follows:

- Intrinsic Motivation and Autonomous
- Using past experiences to construct learning
- Association with need of learning and readiness to learn
- Changing educational perspectives from subject-centred to problem and performance centred.

In andragogy, students are empowered, nevertheless it still has attributions of teacher-learner relationship (Davis & Hase, 1999). Although andragogy has facilitated and improved educational methodology to develop competencies but will not support to build capabilities as it still has associations of teacher-learner relationship (Hase & Kenyon, 2000). It is mostly teacher-centred, may be because of limitations of educational system. Also, many 21st century skills which are required to be a competent personality are not efficiently getting acquired with today's andragogical practices.

However, by considering todays knowledge acceleration, many researchers have given different approaches for 21st century education and proposed the shift of educational approach from transmitting knowledge within formal settings to a life-long questioning and learning how to learn- a self-directed process.

Characteristics of an Adult Learner for the 21st Century:

- **Student as self-determined learner:** A learner should move out of their comfort zones and experience failure before achieving success.
- **Autonomous and self-directed:** A learner should take complete responsibility of their learning process by determining what they want to learn and the way in which they will be able to learn and ultimately assess the success of their learning (Hase & Kenyon, 2000, 2013; Hase, 2009).
- **User of open educational resources (OER)**
- **Capability of coping with emotions and stress:** A learner having a sense of self-efficacy, to feel confident in coping with and performing in new and unfamiliar situations and contexts with being creative, and by developing ability to communicate and work with others with self-confidence.
- **Ability of Self-reflection and Metacognition (A Double Loop Learner):** A learner should think about what has been learned and how it has been learned, and then can adapts actions and mental models accordingly. This is called as double loop learning (Argyris & Schön, 1978)
- **Having divergent learning path (Adapting non-linear learning:** Learner's experiences, their perception according to the developmental stages and context of learning varies, the path taken can be divergent and unpredictable.
- **Ability to work collaboratively:** In this knowledge era, it is not possible to learn each discipline and the required aspects of study by individual. It is need of an hour to work in collaboration and use collective intelligence for creative outcome.

- **Ability to negotiate thinking in a group: A learner should think critically on** everyone's perspective in a group. After brainstorming one must take proper decision and plan strategically.

To develop such characteristic of a learner to fit him/her for the emergent demands of a global society and the digital age it is inevitable to shift from Andragogical practices to Heutagogical practices.

A Step Towards Heutagogy:

To make educational practices more and more learner centred, the classroom situation should be created purposefully by adopting a heutagogical approach. This approach has power not only to develop competencies but capabilities also (Hase & Kenyon, 2013). In any organization a person which has capabilities can fit appropriately. Otherwise, its learning and the skills required for real life will not be aligned. To develop such capabilities means crafting such contexts where a learner must take effective action in proper conditions; will learn from his/her experiences and will work collaboratively with others as well as autonomously (Stephenson & Weil, 1992). It boosts the ability of an individual to use the competence in both familiar and new contexts (Hase &Kenyon, 2013). Such people usually have self-efficacy, creativity, team-work skills, and positive values (Hase & Kenyon, 2000). In this context, social and personal values are essential in heutagogical approach.

For a strong engagement and deep learning by an adult, purposeful changes are required in the higher education system itself. Almost all adults can take control of their learning. But still Self-directed learning doesn't always just happen in adults. Sometimes it must be planned or crafted. Such learning environment where learners are fully involved in constructing knowledge, work in such scenario which supports the development of Emotional and Social skills along with Cognitive skills indirectly build a Self-directed learning style among a learner. Dick (1992) has discussed the aspects of Crafting Learner-centred processes which provides heutagogical approach. The main thrust components of his study are given as follows:

- Alleviate anxieties originating from previous experience, especially about assessment and small group work.
- Explaining the 'default' structure that would provide a starting point for our negotiation.
- Conducting activities to help class members to relate the course, its content and its approach to their life and career.
- Building a collaborative environment characterized by strong and supportive relationships.

This heutagogical approach more focuses on collaborative work. A unity can be built within the classroom then automatically result is more likely to be a strongly learner-centred and learner-directed situation. The key features of his approach for Self-determined learning are Crafting the context by Formation of 'home groups', Community and relationship building, Contact with practitioners in the field of community along with experiential learning and organizational change. But the fact is that our present formal education system at higher educational level will not support this type of practices. To support this way of developing adult we must rethink.

Elements for Adopting a Heutagogical Approach :

Hase & Kenyon (2013) have pointed the various elements that are part of adopting a heutagogical approach.

1. **Approval**: Depending on the level of autonomy granted to a teacher, may need to approve the use of heutagogical approach to learning by an authentic body before it is implemented in a curriculum.

2. **Choice**: Learners, as would be expected, range widely in the extent of the learning they wish to undertake by considering their competencies and interest area. The choice is also available for a way where learning might occur. In this approach, the learner might want to apply knowledge and skills in a novel context, work with others, undertake interviews or another research, or try and create something new which is contrast to the traditional teacher-centric approach where a teacher chooses both content and process. Obviously, Majority of learners will spend far more time on their work than 'officially' required when pursuing a topic of their choice This type of approach is well supported in NEP 2020.

3. **Facilitators**: The role of facilitator is to ensure that learners are provided with relevant guidance to ensure that the learning outcomes are optimized. This interaction with the learner can also provide learning for the facilitator. Their role is to help the learner more clearly define what they want to learn. The facilitator will consider three things: relevance, achievability, and level.

4. **Agreement:** The learner and facilitator agree on a time frame for the learning, the methodologies to be used, the frequency of reviews of progress and the form of a final assessment.

5. **Review:** After developing new insights which might be unknown to the facilitator a learner might has new questions, challenges, and possibly further avenues to pursue. Thus, it is very important for the facilitator to find out at regular intervals what progress has been made and what any new needs might be. It should be a deeper process instead of asking mechanically the learning status of a learner.

6. **Assessment and Feedback:** The forms of assessment should be employed that monitor the process of learning rather than the product of learning. The learner may talk about the challenges faced (and overcome) and the learner's new capabilities, while the facilitator gains useful information on ways of guiding future learners. This activity can be done in groups and can take the place of a didactic lecture or a planned group activity.

Similarly, Blaschke & Hase (2015) have proposed central elements which is the key for Designing for heutagogy. These elements are given in the Figure 1.
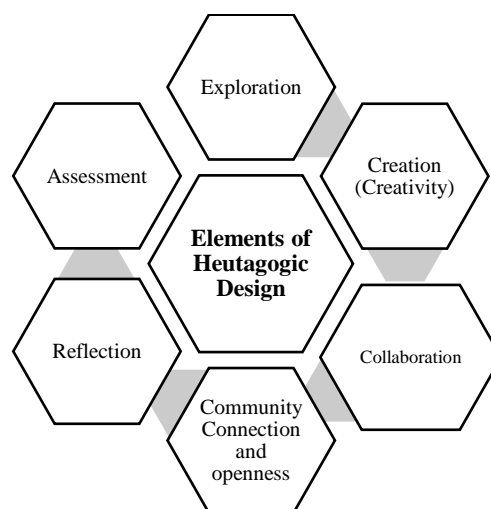

Figure 1. Elements of Heutagogic Design (Blaschke & Hase, 2015)

These elements are described briefly as follows.

1. Exploration: It demands Non-linear searching of new paths of learning; creation of a culture of learner discovery and inquiry.

2. Creation (Creativity) Development of new content by building upon what has been learned

3. Collaboration: Working with others to build and construct new knowledge and content

4. Community Connection and Openness (Sharing): Connecting with others both inside and outside of the classroom to create new networks for supporting learning; creating personal learning environments for lifelong learning. Sharing of new content with others in the community; showcasing acquisition of skills and competencies for betterment.

5. Reflection: Thinking about what has been learned and how it has been learned, as well as how this process and the new knowledge acquired influences mental models, beliefs, and values

6. Assessment: Considering how and whether learning has occurred both individually and as a group; establishing how learning will be assessed.

These elements which are given for heutagogical design will cater the need of the 21st century citizen if planned and implemented with positive mind set instead the burden.

Conclusion:

Adopting the heutagogical design requires change in mind set of both learner and a facilitator. As like a learner, new skills need to be incorporated into a facilitator's profile to support growth and innovation. This approach has potential to develop a citizen which will be entrepreneurs instead of a frustrated literate person as it supports self-determination and emotionally and cognitively balanced development.

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