From Pedagogy to Heutagogy

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At the end of this session you should be able to:

• Identify with the practice of heutagogy as a potential learning approach for both face to face and on-line learning.

• Discuss some tips and techniques for a heutagogical curriculum.

• Explore opportunities for adaptations to practice.
Recall a course you took for certification and thought I will never use this information in “real life”…………..

Then think of a course where you were really engaged.......  

What made the difference?
Learning Theories/Teaching Practice

- **Learning theories** are conceptual frameworks describing how information is absorbed, processed, and retained during *learning*. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills and attitudes retained.

We had several isms ... to name a few

- Cognitivism
- Behaviourism
- Constructivism
- Connectivism
Learning Theories/Teaching Practice and how they relate to Instructional Design

Then we had the stages of the gogies ...
Pedagogy - often associated with the teaching of children
Andragogy - with the teaching of adults and now
Heutagogy - the study and practice of self-determined learning

... the method and practice of teaching, especially as an academic subject or theoretical concept.

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 groupings of students will improve learning outcomes.
Heutagogy as an extension of Pedagogy

Figure 2. Progression from pedagogy to andragogy then to heutagogy (based on Canning, 2010, p. 63).
Heutagogy

Origins

- Heutagogy (based on the Greek for “self”) was defined by Hase and Kenyon in 2000 as the study of *self-determined learning*.

Holistic Approach

- Learners serving as “the major agent in their own learning, which occurs as a result of personal experiences” (Hase & Kenyon, 2007, p. 112)

Humanistic Theory

- Heutagogy is influenced by humanistic, phenomenological systems, and self determination theories in its orientation toward an affirmation of learners as never not learning (Blaschke, 2012).

Non-Linear Structure

- Implies access to knowledge and skills in a non-linear fashion by today’s “hyperlearners” (M. Herie, Centennial College- Global Citizen Digest Vol 2_Issue 2.)

A gogy for the Needs of Learners

• The new generation of learners are “hyper-learners” (i.e. non-linear in their approach to accessing and processing information)

• Power dynamics in the classroom are shifting towards learner-as-consumer

• Information explosion, suggest that we should now embrace an educational approach where the learner determines what and how learning should take place (self-determined learning).

• *Twitter:* A study by Junco, Heiberger, and Loken (2010) showed that students who used Twitter (as compared to those who did not) were more actively engaged in their learning processes and had higher GPAs.

• Junco et al. (2010) also found that the use of Twitter boosted student-student and student-instructor interaction, as well as promoted active learning.
Virtual Philosopher: Hornsby and Maki (2008) report on an asynchronous learning tool meant to build learners' skills in developing, reflecting upon, and transforming thinking processes and logic. (Merlot)

Mobile learning: Cochrane and Bateman's (2010) research showed that mobile learning supports collaboration, data and resource capturing and sharing, and reflective practice.

In heutagogy, the learner sets the learning course, designing and developing the map of learning, from curriculum to assessment (Hase, 2009). Heutagogy emphasizes development of capabilities in addition to competencies.

Learner-generated content - Initial research findings by Blaschke, Porto, and Kurtz (2010) indicate that active use of social media, for example, development of learner-generated content, supports cognitive and metacognitive skill development, whereas passive use (consumption) is less effective in supporting development of these skills.
Heutagogy promotes Double Loop Learning

Taking an activity to deeper levels. Have students create a collage of drawings to depict relationship among concepts and explain their rationale for the choices indicated.
The role of the curriculum

- move into world of the learner
- explore and learn from self-chosen and self-directed action
- advance beyond own discipline
- avoiding learning that is educator-centred
- self-determined learning
- educators focus on process rather than content
- knowing how to learn is a fundamental skill
### The Role of the Learning Outcomes, The Strategies, The Assessments

**Learning objectives/Outcomes**
What do I want students to know how to do when they leave this course?

**Assessments:** What kinds of tasks will reveal whether students have achieved the learning objectives I have identified?

**Instructional strategies:**
What kinds of activities in and out of class will reinforce my learning objectives and prepare students for assessments?

<table>
<thead>
<tr>
<th>Some Assessment Techniques</th>
<th>Some Learning Strategies</th>
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<tbody>
<tr>
<td>1. Formative and summative assessment</td>
<td>1. Learning Journals</td>
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<td>2. Muddiest Point</td>
<td>2. Action research</td>
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<td>3. One minute papers</td>
<td>3. Collaborative Learning</td>
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<td>4. Simulation</td>
<td>4. Community learning</td>
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<td>5. Demonstration</td>
<td>5. Reflective Practice</td>
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<td>7. Project</td>
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<td>8. Portfolio</td>
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The Role of the Learner

• Control of many aspects of learning into the hands of the student
• Student preparedness
• Learning to learn
• Research Skills
• Understanding of learning outcomes
• Rationalization of quality in assessments and evaluation
• Taking Charge
• Follow through
• Preparedness
The Role of the Teacher

- Guide to the formation of ideas
- Nurture students
- Encourage self-management
- Assist student to attain a high degree of self-efficacy
- Shared power of the leaning environment
- Accepts the role of a "learning facilitator"
- Be open to flexibility
- Emphasis on scaffolding within the course
- Embrace Creativity and non-linear structures
Diagram showing the interrelationship of Social Presence, Cognitive Presence, and Teaching Presence to create an Educational Experience.

- **Social Presence**: Enables risk-free expression and encouraging collaboration.
- **Cognitive Presence**: Exchanging information, connecting ideas, applying new ideas.
- **Teaching Presence**: Setting curriculum and methods, sharing personal meaning, focusing discussion.

Adapted from Garrison and Vaughan (2008).
### Comparison of Traditional and Heutagogical Learning

Adapted from Grabe & Grabe (1998). *Integrating Technology for Meaningful Learning*

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<th><strong>Traditional Classroom</strong></th>
<th><strong>Heutagogical Learning Environment</strong></th>
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<tr>
<td><strong>Student Role</strong></td>
<td>Share information</td>
<td>Self-determined learning</td>
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<tr>
<td><strong>Teacher Role</strong></td>
<td>Present information; Manage classroom</td>
<td>Empowers student learning and provides resources</td>
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<tr>
<td><strong>Content</strong></td>
<td>Basic literacy with higher-level skills building on lower-level skills</td>
<td>Meaningful, purposeful learning experiences which are relevant to learners’ needs</td>
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<td><strong>Curriculum Characteristics</strong></td>
<td>Breadth</td>
<td>Flexible curriculum with double-looped learning opportunities</td>
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<td>Fact retention</td>
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<td>Fragmented knowledge and disciplinary separation</td>
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<td><strong>Social Characteristics</strong></td>
<td>Independent learning</td>
<td>Independent and collaborative learning</td>
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<td><strong>Role for Technology</strong></td>
<td>Drill and practice</td>
<td>Facilitates exploration, collaboration, and self-actualization</td>
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<td>Direct instruction</td>
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<td><strong>Assessment</strong></td>
<td>Fact retention</td>
<td>Self-diagnosis: knowledge application</td>
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<td>Traditional tests</td>
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Heutagogy in Use – My experiences

1. Faculty Development Program at the College level – short 12 week courses – the whole curriculum

2. On-line Course Development – 2 courses at the University B.Ed. Level

3. A chiropractic Institute – The Flipped Classroom – Sessions based on Heutagogy

4. A naturopathic College – Use of Heutagogical Approaches in workshops/activities.
Starting Small – Heutagogical Activities for on-line learning

• Create at least 2-3 learning outcomes for the activity based on the course LOs
• Think of how learners can benefit from the information generated
• Establish the specifics that you require to determine they have demonstrated the competencies required
• Craft the directions so that it is open ended and learners have the autonomy to interject their personal experiences
• Create a reflective process to debrief the learnings and balance the articulated outcomes...

..lets look at some snippets of the instructions for a few activities ...
• Using a story-like format, create an illustration of your interpretation of the stages of the memory process. (Psych – synthesis).

• In the following TED talk, Joshea Foer shares a technique called memory palace. Once you have watched the video, let us discuss this strategy based on what we already know and your perspectives based on the research.

• Based on reading, summarize the characteristics of retrograde and anterograde amnesia in a journal entry. Include: A description of each type of amnesia. How the two types are different and your own example of each case.
• (Stats) Reflect on the following scenarios and determine which research approach would be most appropriate in each instance. Share your responses, along with your reasons for selecting a particular approach, in the discussion forum. You are encouraged to also review the posts made by your group mates and comment on their response indicating why you agree or disagree with their answer.
Based on video presentation outlining the various theories of language and cognition,

1. Create a graphic organizer/or mind map to compare and contrast three of the four distinct theories presented.

2. Use the three-set Venn diagram provided, highlight the similarities and differences between the three theories of your choice.

3. Share your image on the discussion board with a brief paragraph summarizing the similarities and differences between the selected theories.
How can you use Heutagogy in your Practice

- Discussion and summary
References

Self-Determined Learning

Heutagogy in Action

Edited by
Stewart Hase and Chris Kenyon

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