HEUTAGOGY: SELF-DETERMINED LEARNING PRACTICES

Abstract

Adult learning (Andragogy) originally evolved from Pedagogy (the science of teaching). Adult learning concepts initially evolved from theories around Behaviorism, Constructivism, Cognitivism, and Motivation (1880s – 1960s). Later versions formalized Andragogy (Self-Directed Learning) which was learner-centric yet driven by teaching and facilitation added concepts of Social learning, Self-efficacy, Experiential learning, and Cognitive load (1960s-1980s). Heutagogy (Self-Determined Learning) evolved in 2000 as a completely learner-driven adult learning model as an extended version of Andragogy with added emphasis on individual, transformational, and organizational learning with the rapid adoption of technology and tools to offer blended hyperflex learning environments. Adult learning today offers Proctored (formal, certified) and Non-proctored (learner-driven, informal) choices to the learner. This chapter explores various learning scenarios and the benefits and challenges of adopting Heutagogy as a mainstream learning environment and framework.

Keywords: Pedagogy, Andragogy, Heutagogy, Self-Determined Learning, Blended Learning.

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I. INTRODUCTION

Adult learning evolved only when educational institutions and organizations realized that they could not use pedagogical principles to teach adults as studies conducted showed adults preferred to learn on their own and through direct life experiences and observing others. Adult learning became mainstream only as recently as the 1960s which was a world post wars, market meltdowns, and pandemics having left many countries and societies jobless and adults as a workforce with skills that were not relevant or were only partially relevant to the process of re-building and modernization.

It was also a time of rapid industrialization and the early stages of technology adoption and globalization. Andragogy, which was originally based on Plato's philosophy coined by Alexander Kapp in 1833, was based on core values, education, self-reflection, educating the character of an individual (also called subjective personality) objective competencies (education vs. training), and life experiences. Andragogy underwent significant changes in definition and usage from a basic adaptation for training and vocational education to training workers, teaching adults through discussion, etc.

Later researchers like Knowles enhanced and re-positioned Andragogy in the 1970s with both Universities, Organizations, and Governments and brought in concepts of Self-directed learning, content, and instructional design, learning through life experiences, needs diagnosis, adapting to learner behaviors and motivation, modern delivery mechanisms and assessment. This got further refined through the efforts of other researchers such as Furter, Hardley, etc. who took it across Europe from the US and got a significant boost through the efforts of Meizrow and Sunmali in the 1980s who defined a formal charter for Andragogy and ten concepts for Self-Determined learning to better organization learning environments, resources, integration, and climate.

Much later, in the 1990s came formal assessment tools from Henschke who brought in seven key perspectives through the IPI inventory around teacher empathy, learner trust in their teacher, planning, and delivery of instruction, accommodating learner uniqueness and competencies, teacher sensitivity/insensitivity towards learners and learner & teacher-centric learning Andragogical learners were now switched from didactic learning (instructor driven) to becoming more autodidactic (self-taught/self-directed) and covering more formats of adult education as well as newer learning channels as technology and automation brought in new methods and levers.
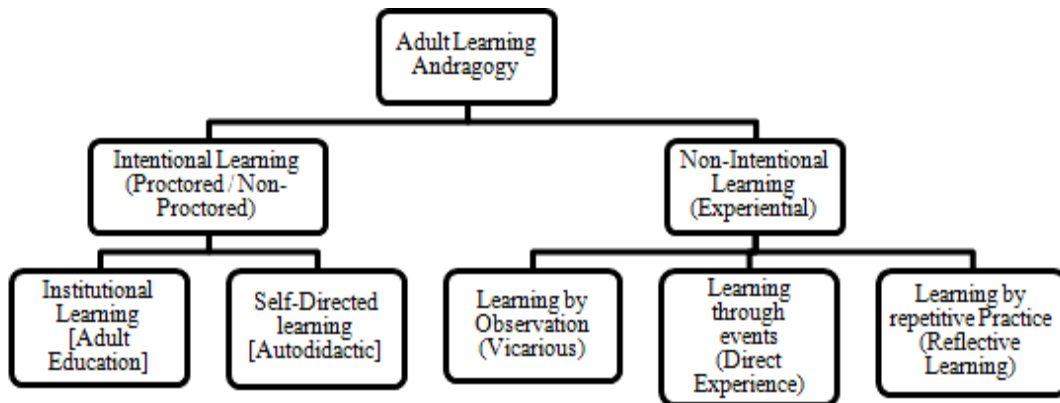
Figure 1: Structural view/comparison of Adult education and adult learning

The terms adult education and adult learning are interchangeably used together yet are different terms. Broadly, Adult learning refers to Andragogy and now Heutagogy as well. A Heutagogical ecosystem consists of the principles, science, methods, and practices associated with the body of knowledge of how adults learn. Adult education is mostly proctored and driven by an Institution and Faculty as the entire process of curriculum and instructional design, content development, and delivery is based on standards set by the Institution.

The learning process in an Institution (University/College/Corporate Academy/Certification body) is based on formal syllabi, pre- and post-assessment, and learning interventions within the learning environment and protocol set by the Institution and is proctored learning. We can extend this argument to formal certification bodies as well who train, test, and certify adults on technical, functional, and soft skills. The other larger unchartered learning space for adults is the informal or non-proctored learning space which is where Heutagogy fits in well as conceptually it is learner-driven and brings in a concept of double-loop learning which ensures learner accountability and focus on both the learning problem (What) and the learning solution space (Why, How).
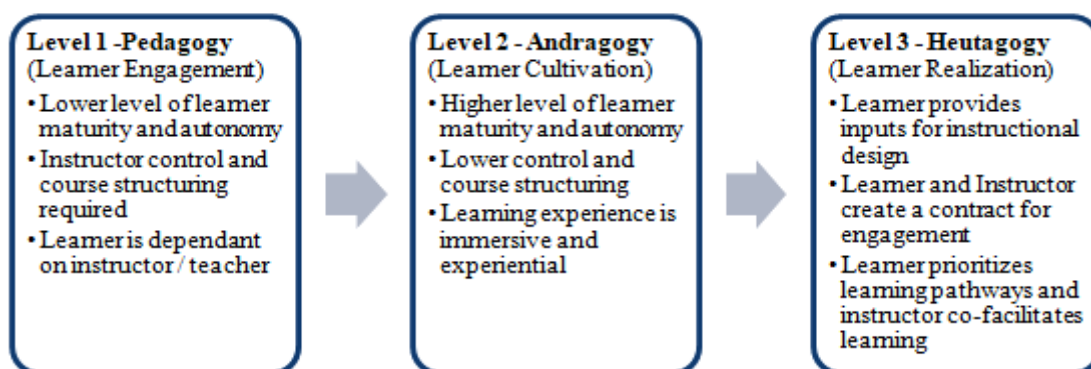
We now turn our attention to the Internet era which pushed content and knowledge online in a massive way and made it accessible to learners often for free or almost free. Blended learning, E-learning, Communities of Practice, Online learning communities, Social learning, Microlearning, MOOCs, Video, Audio, AR, and VR amongst others offered a massive choice of learning channels and rich content that disrupted learning environments, methods, frameworks, and improved by leaps and bounds as bandwidth improved.

So adult learners today are spoilt for choice as informal learning content, channels, and access are available at very affordable price points and at a place and time of their choosing placing the learner in control. This is what we call a Heutagogical learner. This is not to say that teaching and facilitation are not important but had to adapt to a more mentoring or coaching-based role that is involved in a co-creation process rather than just virtual classrooms which were analogous to physical learning environments replicated in the digital space.

II. EVOLUTION AND THEORETICAL FOUNDATION OF HEUTAGOGY

1. **Pedagogy, Andragogy and Heutagogy:** Pedagogy, Andragogy, and Heutagogy (or PAH for short) are a continuum of thought processes on how adult learning evolved and is continuing to do so. Johann Friedrich Herbart (1776-1881), a teacher and an educator made a distinction between the terms 'Education' which he called shaping the development of the character of a man with a view to improving the man, and 'Teaching' which represented the world around us conveying fresh knowledge, developed existing and evolving aptitudes and imparting useful/relevant skills. Combining the two, resulted in "Pedagogical thinking" and "Pedagogical action". The modern definition of Pedagogy however can be construed as the "Science of Teaching".

Ladson-Billings (1995) spoke about looking beyond the 'fitment' of students by virtue of their race, ethnicity, language, and social class into a sort of 'meritocracy'. The cultural context was missing from teaching which often caused a mismatch – i.e., teaching that was culturally appropriate, culturally congruent, and culturally compatible. Thus emerged 'Culturally responsive' and 'culturally synchronized teaching'. Malcolm Knowles, in the 1970s, pointed out that adults and children learn differently, and this led to a proper definition of Andragogy which focused on the 'learner' instead of the 'instructor or teacher'. However, adult learning or Andragogy cannot be explained by a single theory as there are many dimensions to adult learning depending on the learning context, industry, outcomes, learner profiles, etc.

Level 1 - Pedagogy (Learner Engagement)	Level 2 - Andragogy (Learner Cultivation)	Level 3 - Heutagogy (Learner Realization)
• Lower level of learner maturity and autonomy • Instructor control and course structuring required • Learner is dependant on instructor / teacher	• Higher level of learner maturity and autonomy • Lower control and course structuring • Learning experience is immersive and experiential	• Learner provides inputs for instructional design • Learner and Instructor create a contract for engagement • Learner prioritizes learning pathways and instructor co-facilitates learning

Figure 2: Progression from Pedagogy to Andragogy and Heutagogy (Adapted from Blaschke (2012) p.60)

Knowles in his book "The Adult Learner" came out with six key principles for Andragogy which included (1) the learner's need to know; (2) the self-concept of the learner; (3) the prior experience of the learner; (4) the readiness to learn; (5) orientation to learning; and (5) motivation to learn. The rest of the andragogical model is built around these principles which include individual, situational, and subject matter differences and goals and purposes for learning which include individual, institutional, and societal goals.

So, Andragogy by definition can be called "Self-directed learning" as adults like to be involved in the learning context, process and learn through their own life experiences, and life experiences are often called as the adult learner's textbook as they are all direct immersive experiences that the learner has gone through. Today,

instructional design for adult learning actively considers "immersive learning" which combines theory and practice woven into the same tapestry and more emphasis on "Reflective Practice".

Heutagogy has evolved as a natural progression of Andragogy and has been defined by Stewart Hase and Chris Kenyon (who coined the term "Heutagogy"). Hase and his co-researcher Lisa Marie Blaschke defined Heutagogy as a "holistic, learner-centric and learner-driven approach to learning and teaching in formal and informal situations." Heutagogy as a theory is grounded in humanistic and constructivist principles which according to the authors are more suitable for modern learning environments, processes, methods, and systems.

2. **Evolution of Learning Theories:** There are several learning theories that have influenced adult learning. For ease of understanding, we can collate them into three groups which also captures the timeline of when these theories evolved. Figure 3 shows the key theories that have contributed to Adult learning.
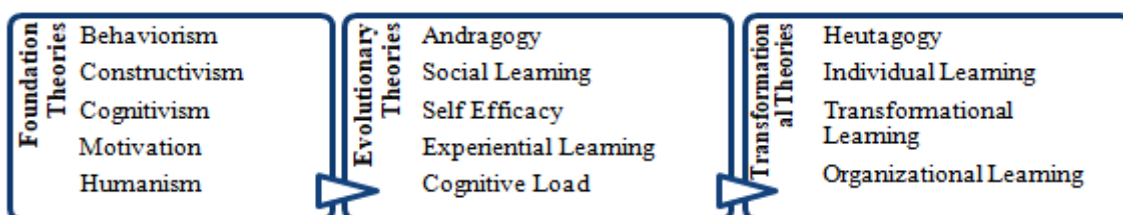
Figure 3: Important theories that influenced Adult learning over the years

- The **Foundation Learning Theories** which were based on the study of human behavior, personality, sociology, anthropology, and neuroscience were Behaviourism, Cognitivism, Constructivism, Humanism, and Connectivism. Heutagogy significantly draws upon Humanism and Constructivism.
- **Evolutionary Learning Theories** such as Experiential learning, Transformative learning, Social learning, Microlearning, Bloom's Taxonomy, Scaffolding, Multiple Intelligence, Project-based learning, Communities of Practice, etc. connected and augmented learning into a range of learning frameworks. Heutagogy draws upon several of these.
- **Modern Learning Theories** are contextual such as Memory, Cognitive load, Emotional design, Multimedia, Adaptive control, and application-oriented such as Montessori, Pedagogy, Andragogy, and Heutagogy which define learning environments and ecosystems such as play, academics, sports, or learner-centric (self-regulated, self-directed, self-regulated, communities of practices, peer learning, knowledge transfer etc.)

3. **Key Learning Theories that Support Heutagogical Practices:** Some of the important learning theories that support Heutagogical practices and provide not only conceptual validation but also critical inputs for measurement and assessment models are briefly shared below:

- **Maslow** (1943) brought forth the theory of Human Motivation to explain how people connect their desire to learn, change, and evolve based on their needs and wants. Since learning is all about embracing change, learning happens only when a person desires change. Maslow explained through the various levels of motivation the conditions for embracing change. He also emphasized the need for future research on understanding the difference between Cognitive and Conative which is a wish or intention to do something that is an important factor for a Heutagogical learning environment to succeed.

- **Bandura** (1971,1977) focused on behavioral and cognitive aspects of learning and through the social experiments conducted by him laid the foundation for aspects like social learning, self-efficacy, social cognition, observational learning, learning through modeling, social learning, and direct experience. These aspects along with the dual pathway theory which throws light on alternative learning pathways and learning styles are very relevant to Heutagogy which relies heavily on experiential and experimental learning approaches.

- **Knowles** (1958) and **Meizrow** (1981) helped define Andragogy in clear terms and set the direction for adult learning to switch from an instructor / facilitator-driven pedagogical model to a 'Self-directed learning' model that required significant learner involvement. With Andragogy maturing through a formal charter and mainstream usage, practitioners and researchers started looking at the technology and change in work environments and practices as the next disruptor for learning which required the learner to become more and more independent which provided a strong case for Heutagogical adoption. Organizational processes like mentoring and coaching are also good reference points for Heutagogical approaches as mentoring is about transferring knowledge while coaching pushes a learner into evolving solutions and gaining insights using the coach as a facilitator.

- **Kolb** (1984) through his theory on Experiential learning brought into focus a cyclical learning process that had four key stages i.e. Concrete experience (CO); Reflective observation (RO); Abstract conceptualization (AC) and Active Experimentation (AE) which is not only helped understand the cognitive processes of learning and becoming an expert but also helped create a robust inventory of adult learning assessments. Kolb also theorized the Integrated learning approach which includes experience, reflection, thinking, and action through a recursive and iterative process. This aligns well with Heutagogical thinking and execution.

- **Ryan and Deci** (2000) brought forth the Theory of Self-determination which extended thinking towards intrinsic motivation, social development, and well-being all of which are very important for a self-determined learner. Heutagogy also leveraged concepts around double-loop learning which was originally suggested by Argyris (2002) – this became a key differentiator for Heutagogy. Canning (2010) defined Heutagogy as a learning environment that enables learners through Autonomy, Capacity, and Capability and helped differentiate Heutagogy from Andragogy.

- **Hase and Kenyon** (2000,2007,2013) and their co-researcher **Blaschke** (2012, 2018) defined, designed, and introduced Heutagogy as a mainstream concept for Self-Determined learning which was then experimented with both in academic campuses across various countries and in practice-based organizations (medicine, nursing, etc.) as a core learning framework. Heutagogy thus draws inspiration from Constructivism and complexity theory (a theory of learning systems and systems thinking) and has been tested in modern learning environments using E-learning, Distance education, Communities of Practice, Social learning, Microlearning, etc.

While there are several other theories of learning, the above theories contribute significantly to the thought process, design, and concept of Heutagogy. Additionally, Heutagogy has also borrowed from more recent learning theories around Cognitive load, Multimedia, Group Learning, Multiple Intelligence, Attribution theory, Communities of Practice, Situated learning, Self-Worth, etc.

III. HEUTAGOGY PRINCIPLES AND PRACTICES

1. **The Shift toward Heutagogy:** The way in which people learn has undergone a significant shift especially post the advent of the internet, availability of online content, search engines, adoption of newer technology-based learning channels such as video and audio, evolved learning management systems, and well-referenced digital libraries. This has impacted all stakeholders in the learning chain i.e., educators, trainers, learners, institutions, instructional designers, content writers, graphic designers, etc. Classical theorists like Maslow, Vygotsky, and Rogers identified the role of the 'human agency' in the learning process which refers to the capabilities of individuals to make choices and act on those choices that make a difference in their lives. This happens when adults self-reflect and identify external influences that nurture them the best.

Other researchers connected various other dimensions of learning to the above that are interesting to understand to learn how Heutagogical principles evolved. These included Don's Schon's Reflective Practice (1983); Argyris and Schon's Double loop learning (1978); Bandura's Self Efficacy Theory (1977); Deci and Ryan's Self Determination Theory of learner motivation and autonomy (2002) and other modern concepts of learning through action research, communities of practice, microlearning, multimedia-based learning, action learning. Given the way we use several channels and devices in our learning ecosystem today, it only lends more credibility to Heutagogy as a credible set of principles and practices for self-determined learning.

Everyone today has access to knowledge, skills, and competencies and the vision of "Lifelong learning" is becoming a reality given the individual, team, and organizational learning environments. Normally, we seek technical, functional, and soft skills at work and other skills that are more connected to our 'life activities' outside of work.

Heutagogy interestingly applies to both. Since we work in a hybrid environment, we end up planning our 'learning' activities as per our convenience, schedule, budgets, and order or importance as well as make decisions and preferences on learning channels depending on whether we want to learn on our own, or in a proctored or semi proctored

environment or learn with a group (experiential) mostly in an informal social setting (examples are learning vocational skills, hobbies or skills that are learned through observing others (vicarious) such as watching cooking shows, caregiving, parenting, etc.)

Table 1: Heutagogy as a continuum of Andragogy
(Source: Heutagogy and Lifelong learning: A review of Heutagogical Practice and Self-determined learning : Blaschke (2012)

Andragogy (Self-Directed)	Heutagogy (Self-Determined)
• Single Loop Learning • Competency Development • Linear Design & Learning Approach • Instructor-learner Directed • Getting learners to learn (Content)	• Double Loop Learning • Capability Development • Non-Linear Design & Learning Approach • Learner directed • Getting learners to understand how they learn (process)

2. **Heutagogy Principles:** The key principles of Heutagogy were explained by Stuart Hase and Lisa Marie Blaschke in 2016 and the following are the key principles:

- **Learner-Centric and Learner-Determined:** The role of human agency is the core of the learning process. The learner is at the center of the heutagogic practice; is self-motivated, autonomous, and primarily responsible for all decisions on what will be learned, and how it will be learned and assessed.

- **Learner Capability:** Capability may be defined as the ability of a learner to use one's competencies in any circumstance (familiar or unfamiliar) and demonstrate learner self-efficacy, clarity in communication, creativity, collaboration (teamwork), and positive values.

- **Self-Reflection and Metacognition:** This is an important aspect that differentiates Heutagogical learners. Within a heutagogical learning environment, reflection has to occur in a holistic manner This translates into reflecting not only what the learner has learned but also the way in which it has been learned and understanding how the learning has occurred (metacognition).

- **Double Loop Learning:** This learning process requires the learners to be engaged both psychologically and behaviourally. They reflect not only on what has been learned but also on the method and how this new knowledge and path to learning has influenced their values and belief system.
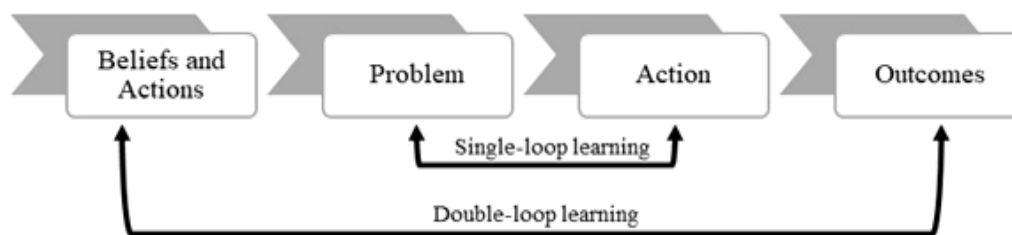
Figure 4: Source: Double loop learning Eberle & Childless (2005)

- **Non-Linear Learning and Teaching:** As the learning process and outcome is self-determined, the path to learning is determined by the learner and not established by the instructor/facilitator. As a result of learners choosing their own path, the learning process is non-linear and so is the teaching as the instructor is driven by the learner. A good example of this is how research scholars work with their guides in a self-determined manner for the fieldwork and thesis while for the coursework the instructor and students use a more self-directed co-created approach.

3. **Heutagogic Design Process:** Work environments and work teams today are fast evolving, and the "Future of Work" is a common topic under discussion especially over the past 20-30 years due to disruption caused by various phenomena such as globalization, internet, e-commerce, technology adoption, automation, big data, etc. Hybrid working models are commonplace today and naturally, this has impacted learning and development in a significant way. Learning environments, content, new media, instructional design, digitalization, etc. have impacted learning and development environments. Heutagogical design which has evolved steadily over the past two decades has provided for a more inclusive approach to current organizational realities.

Capable, creative, self-determined learners
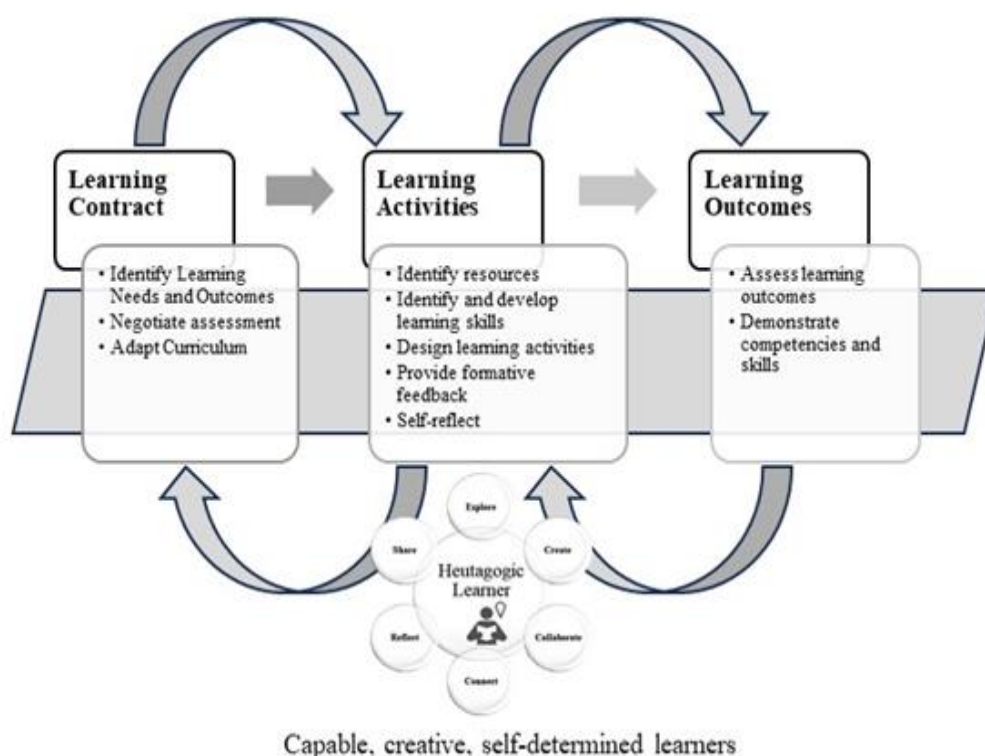
Figure 6: Heutagogical design elements (Source: Hase and Blaschke (2016))

Heutagogical Design begins by defining a Learning Contract since the Learner is driving the Learning Process by working with the Instructor / Facilitator / Teacher.

Post this the program learning outcomes and assessments are discussed. Once the 'learning contract' is agreed upon, the 'learning activity development' is started which is based on three key anchors in the activity – autonomy, challenge, and support.

It is a challenging and creative process for the instructor to provide the learner with a learning design that meets the above conditions, and this requires a strong and collaborative relationship.

Once the learner and the instructor/facilitator/teacher agree on the design, the learner and instructor select suitable media, content, applications, and tools suitable to achieve the learning goals. During this phase, the instructors also support the learner in defining learning activities that provide the learning itself, provide ongoing and constructive feedback, and provide learners with opportunities for self-reflection.

The Heutagogical Design elements consist of six elements (1) Explore; (2) Create; (3) Collaborate; (4) Connect; (5) Share and (6) Reflect. **Exploration** is about giving the learner the freedom and opportunity to consider learning path choices and define a flexible curriculum. The internet provides a non-linear environment to learn, and a learner can consider creating a digital mind map to track the non-linear learning process. The **Create** part is for the instructor to encourage the learner to create/co-create learning road maps or mind maps, research/source or develop content, and encourage learners to collaborate with others.

The **Collaborative** aspect is both the collaboration between the instructor and learner as well as encourages the learner to collaborate with other learning peers, be part of communities of practice, etc. Group learning works well in heutagical practices. The **Connect** aspect refers to encouraging learners to build networks and connections to

leverage and share knowledge, experiences, and insights including encouraging research activities. The **Share** part refers to sharing their learning, content, and work for peer reviews, developing online communities, being part of social learning groups, etc. The **Reflect** aspect is key for a Heutagogical learner to develop insights from what they learned and do higher levels of cognitive activity through self-reflection and review which helps improve memory as well.

4. **Heutagogy Practices:** There are various learner practices that are unique to Heutagogy. One of the challenges in any learning process is to overcome the cognitive schema or mental models that we are used to for learning. We are all used to the idea of training the trainer in the conventional sense in a pedagogical environment to prepare facilitators to design and deliver the content and assess learners. In Heutagogical environments, the facilitator also needs to be oriented to exist in a Heutagogical environment to be a 'learning leader' in Heutagogy. So in Heutagogy, it is not only about the learner becoming highly skilled, but it is also about the instructor/facilitator/teacher also becoming a 'Heutagogical learner'. Since most adult learning practices are built around conventional learner models designed within academic institutional models, the shift to a constructivist and humanist way of learning is much harder. Researchers, Scientists, Sportspersons, Vocational jobs, and those involved in Practice-led professions are more natural choices for Heutagogical learning and adoption of heutagogical practices.

   Heutagogical learners and instructors both are expected to be highly skilled. As we can see from the design of a Heutagogical framework, the six elements allow the learners to quickly adapt to the dynamics of the learning environment using their creative and innovation potential. Given the vast amount of information that is available through the internet and through online networks and communities that learners and their instructors are part of, the **learner qualities** that are required are (1) Agility; (2) Excellent oral and written communication skills; (2) Be curious, creative and innovative; (4) Be optimistic; (5) Be open to sharing, review and feedback; (6) Be open to learning with others; (7) Be inquisitive and develop research capabilities to seek and validate information; (8) Reflect often; (9) Learn from others etc.

   Heutagogical practices are not unique as they have evolved through several different learning paths and the work of earlier theorists. However, put together into the Heutagogical perspective, they help create a game changer. The major **Heutagogical practices** that we can list down are (1) Learner Centricity; (2) Double-loop learning; (3) Collaborative and Co-creation approach; (4) Learning Contract; (5) Dynamic learning experience; (6) Action Orientation of Learner; (7) Ability to integrate multiple learning channels (8) Flexible curriculum; (9) Flexible and Negotiated Assessment and (10) Formative and Summative assessments.

IV. HEUTAGOGICAL LEARNING DIMENSIONS

Heutagogy has several **learning dimensions** that need to be brought together to create an effective operational heutagogical learning framework. These include (1) Learning Environment; (2) Learning Behaviours; (3) Learning Channels; (4) Learning Technologies; (5) Learning Content and (6) Learning Practices. By combining these aspects, we can create a holistic heutagogical learning ecosystem. Let us understand these in brief.

1. **Learning Environment:** A learning environment or a learning ecosystem enables several aspects of the learning process. This can include learning infrastructure, standards, processes, technology, tools, content etc. Since the Heutagogical learning environment is learner-driven, the learner can choose to personalize it to suit his / her needs and requirements.

2. **Learning Behaviours:** Learning is about change that includes change at a personal level and social change as others see how we do things differently. Heutagogical learner behaviors are contrarian to normal learning practices and need clear leadership skills both for the instructor and for the learner. Above all, a strong motivation from within, an emotional connection with the learning process and a discipline to pursue the learning and derive powerful insights are key to success.

3. **Learning Channels:** There are many channels of learning as the heutagogical learner can pace and lead the learning as per their preferences. Some of the learning channels other than the traditional face-to-face learning environments and T-groups are digital versions such as E-learning, Microlearning, Mobile-based learning, Communities of Practice, Blogs and Microblogs, Social media, etc. Learning networks and groups are a powerful part of the process.

4. **Learning Technologies:** Technology is a major disrupter in the learning process and Heutagogy is no exception. Research studies around Multimedia theory, Cognitive load, E-learning, and blended learning environments all have provided interesting insights into learner effectiveness, experience, and impact. Assessments are another area where learning technologies have greatly helped cut down time and provide flexible real-time learning environments for learners to work progressively with their assessments.

5. **Learning Content:** Content curation and instructional design are again large topics and with the current wide choice of tools and platforms available, in a heutagogical environment a learner has a range of choices of learning pathways and platforms to choose from depending on how they prefer learning (visual, auditory, kinaesthetic, visual-auditory, or visual-kinaesthetic).

6. **Learning Practices:** Learning practices in Heutagogy which have been described above offer an interesting range of perspectives to the learners to explore creative and innovative ways to learn based on the time, cost, and space available to them.

Heutagogy obviously has a few flip sides as well as it involves relinquishing 'power' to the learner which is the most contrarian aspect of the heutagogical environment and perhaps the increased dependence and cost of technology. So if we demarcate 'Adult Education' and 'Adult Learning', by definition it sits well with Adult Learning which is more informal and learner-facilitated although there is no restriction in the theory and model for adoption into educational, academic, and research environments. In fact, a research or scientific environment is the perfect example of Heutagogical learning as the learning is driven by the researcher or scientist given a supportive environment, mentorship, leadership, policies, processes, and systems.

V. SUMMARY

Heutagogy has been in existence since 2000 and was initially adopted into Vocational learning, Distance learning, E-learning, Practice-based professions, and Blended learning. It originated in Australia and is now practiced across various geographies. While adoption has been relatively slow since most of the initial experiments were done in academic environments and in smaller practice-focused industries like nursing and healthcare, it is actively pursued by researchers, academics, and perhaps by organizations who use Heutagogical practices without probably knowing the definitions and practices!

In an organizational context, Heutagogy presents a good case for Individual, Group, and Organizational Learning and can be deployed at various levels in the organization. Select studies have actively looked at Heutagogy or learning practices as a process of individual and social change with a deep-rooted impact on the organization's culture which in turn, is a definitive input into increasing the organization's competitive and comparative advantage.

Is Heutagogy resource-hungry? Not really if we consider widespread IT usage and use of personal productivity systems, as it is built around similar metaphors of empowering individuals, groups, and organizations, and technologies and tools are effective enablers to the extent they mimic the theory, process, and actionable. As an example, today, organizations have extensive digital libraries, invest in external learning platforms like MOOCs, and E-learning, and use external assessment extensively. How much does this motivate the learner is perhaps the key question to ask.

Beyond the organizational boundary, adults continue to learn from their experiences which is the most natural form of learning. Heutagogy comes close to this natural process as it puts the learner in charge of the scope, pathway, resources, learning choices, content, design, and assessment. It also empowers the instructor or facilitator who can truly personalize the learning experience and pace each learner as per their capability, capacity, and autonomy – these are anyway the founding tenets of Heutagogy!

VI. REFLECTIONS

1. Discussion Questions
- What is the difference between Pedagogy, Andragogy, and Heutagogy? Are they interconnected?
- How is Heutagogy relevant to current learning needs and scope?
- What are the key Principles and Practices of Heutagogy?
- How does the role of the Instructor / Facilitator / Teacher and Learner change in Heutagogy?
- How can an organization benefit from Heutagogical practices?
- What are the learning theories that have influenced Heutagogy as a concept?

2. Assignments
- Do a comparative study of technology and tools that are used by learners today. Evaluate and list which of those tools are beneficial to adopt for a Heutagogical learning environment.

- Adults need to be motivated to learn is a common theme from researchers. Using Heutagogy, how would you design a set of learning roadmaps that will motivate junior employees, managers, and leaders to learn in a Heutagogical learning environment?

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