



Life Long Learning : Progression from pedagogy to Andragogy then to Heutagogy

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Abstract

Learning throughout life is a common sensical principle nobody will argue about. What is presently being contested and interrogated is lifelong learning as an educational principle that has to be contextualized in the age of globalization in the 21st century. It should be recognized that both “education for all” and “lifelong learning for all” should be for all, that is, for the entire world population.

The concept of lifelong learning shifts responsibility for education and learning to the individual, focusing on the development of individual capabilities and the capacity to learn; it implies a shift from traditional education institutions to diverse learning opportunities that are more process and outcome oriented. This Paper suggested that heutagogy is appropriate to the needs of learners in the twenty-first century, particularly in the development of individual capability

Keywords: Lifelong Learning, Pedagogy, Andragogy, Heutagogy.

Introduction

The importance of Lifelong Learning/Education has been repeatedly stressed in several educational policy documents and discourses in India. While the Report of the Education Commission (1964-66) observed that education does not end with schooling but is a lifelong process; the National Policy on Education in India - 1986 (modified in 1992) considered Lifelong Education as the cherished goal of the educational process which

presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them. It observes that the critical development issue is the continuous up gradation of skills so as to produce manpower resources of the kind and the number required by the society.

The role and importance of Lifelong Learning in India have increased in recent times due to several socio economic factors. In a technology driven knowledge based competitive economy, the landscape of learning is fast changing in India. The growth of Indian economy at an average rate of 9.2% per annum during 2006-7 (Economic Survey 2006-7), tremendous expansion of Information Communication Technology and the rapid globalization have all been instrumental in bringing about changes in the job skills so that the workforce keeps on learning and updating their skills to be globally competitive.

Need of study :

1. Pedagogy is the development of the human being to skills acquisition.
2. Andragogy consists of learning strategies focused on adults.
3. The role and importance of Lifelong Learning in India.
4. Lifelong education as the master concept for educational policies in the years to come for development.

Objective of study :

1. To understand lifelong learning methods as Pedagogy, Andragogy, Heutagogy.
2. To find difference between those learning methods.
3. To identify important learning method for lifelong learning.

Article style and source: Peer Reviewed.

Study of the related subject :

Pedagogy is the science and art of education. Its aims range from the full development of the human being to skills acquisition. For example, Paulo Freire referred to his method of teaching people as "critical pedagogy". In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. The word comes from the Greek in which genitive "paidos" means "child" and "ago" means "lead"; so it literally means "to lead the child".

An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. This is consistent with the Cognitivism of Piaget, 1926, 1936/1975; Bruner, 1960, 1966, 1971, 1986; and Vygotsky, 1962 where sequential development of individual mental processes such as recognize, recall, analyze, reflect, apply, create, understand, and evaluate are scaffold.

Andragogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with the structure of learning experience. The word derives from the Greek “andras” which means “adult” and “ago” to “lead”; so it literally means, “to lead the man.” In andragogical instruction, the learner develops in depth knowledge of self and others through guided interaction that evokes the affective component of learning to motivate fulfillment of maximum potential. Learning strategies focus on mature learning with a mentor that encourages, enables the mature learner by providing access to appropriate resources, and refrains from obtrusive interference. This is consistent with the Humanism of Maslow, 1954; Rogers 1951, 1993; Glasser, 1984, 1996; and Motschnig-Pitrik, 2005. The learning is a self-directed acquisition, development, and integration of knowledge. The learner adapts prior knowledge to new experience with others and the environment to develop knowledge of synergy.

Heutagogy a concept coined by Stewart Hase of Southern Cross University and Chris Kenyon in Australia, is the study of self-determined learning. The notion is an expansion and reinterpretation of andragogy, and it is possible to mistake it for the same. However, there are several differences between the two that mark one from the other. Heutagogy places specific emphasis on learning how to learn, double loop learning, universal learning opportunities, a non-linear process, and true learner self-direction. Similarly, whereas andragogy focuses on structured education, in heutagogy all learning contexts, both formal and informal, are considered. The word appears to come from an irregular formation of the Greek words “heurista” meaning to “discover,” “heuretikos” meaning “inventive,” “heuriskein” meaning to “find,” and “ago” to “lead”; so it is construed to mean “to lead to invention, discoveries, findings” and consists of learning strategies focused on mature learners where a mentor enables quested learning to allow for modification of existing knowledge and creation of new knowledge. This experiential learning through real life experience constructs and conditionalizes knowledge. The learning is self-directed formation of new knowledge using Visual/Spatial, Musical/Rhythmic, Bodily

Kinesthetic, Verbal/Linguistic, Logical/Mathematical, Interpersonal/Intrapersonal intelligences. The learner analyzes, conceptualizes, and synthesizes experience/prior knowledge creatively generating original work and innovative methods that results in the formation of new knowledge.

Pedagogy vs. Andragogy

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> ◆ The learner is dependent upon the instructor for all learning ◆ The teacher assumes full responsibility for what is taught and how it is learned ◆ The teacher evaluates learning 	<ul style="list-style-type: none"> ◆ The learner is self-directed ◆ The learner is responsible for his/her own learning ◆ Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none"> ◆ The learner comes to the activity with little experience that could be tapped as a resource for learning ◆ The experience of the instructor is most influential 	<ul style="list-style-type: none"> ◆ The learner brings a great volume and quality of experience ◆ Adults are a rich resource for one another ◆ Different experiences assure diversity in groups of adults ◆ Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> ◆ Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> ◆ Any change is likely to trigger a readiness to learn ◆ The need to know in order to perform more effectively in some aspect of one's life is important
Orientation to Learning	<ul style="list-style-type: none"> ◆ Learning is a process of acquiring prescribed subject matter ◆ Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> ◆ Learners want to perform a task, solve a problem, live in a more satisfying way ◆ Learning must have relevance to real-life tasks ◆ Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> ◆ Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> ◆ Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

Heutagogy

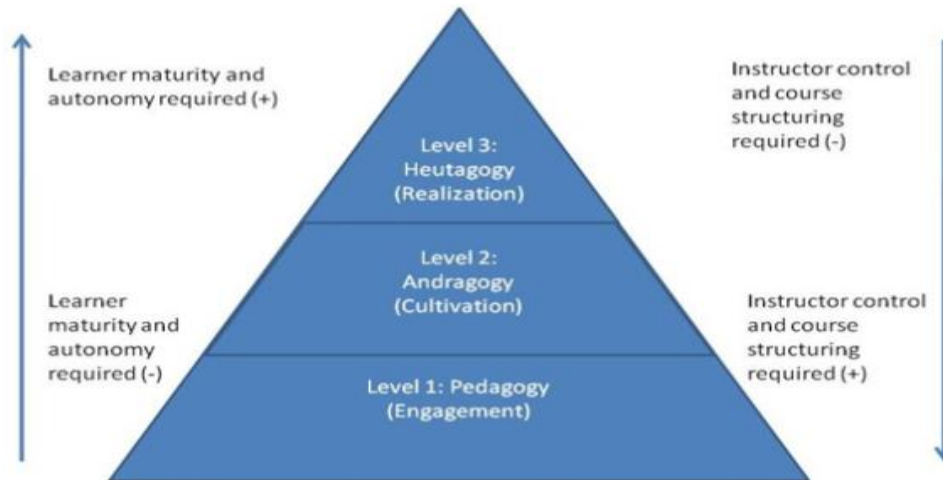
The concept of capability was developed in the UK in the mid 1980s as a response to the need to do improve the capacity of British organisations to compete in a shrinking marketplace. It had been recognised that globalisation and all its sequelae were creating a different kind of workplace where people needed to be more than just competent in order for them and their organisations to survive in a very turbulent environment. There was no longer any certainty

about one's job, chosen career, place of work, abode, relationships and economic circumstances. Turbulence and rapid change characterised an environment that was, and still is, dominated by economic forces beyond any individual's and most organisation's control.

The world is no place for the inflexible, the unprepared, and the ostrich with head in sand, and this applies to organisations as well as individuals. Capable people are more likely to be able to deal effectively with the turbulent environment in which they live by possessing an 'all round' capacity centred on self-efficacy, knowing how to learn, creativity, the ability to use competencies in novel as well as familiar situations and working with others.

This has been important for reasons of equity and access. However, there is a myth that the carefully crafted print based materials somehow enable self-directed learning and enabled 'flexible learning'. A heutagogical approach recognises the need to be flexible in the learning where the teacher provides resources but the learner designs the actual course he or she might take by negotiating the learning. Thus learners might read around critical issues or questions and determine what is of interest and relevance to them and then negotiate further reading and assessment tasks. With respect to the latter, assessment becomes more of a learning experience rather than a means to measure attainment. A heutagogical approach would develop the capability not just the competency of managers. We might then see more innovative approaches to fully enabling people to express their capability.

Heutagogical approaches to education and training emphasise: the humanness in human resources; the worth of self; capability; a systems approach that recognises the system-environment interface; and learning as opposed to teaching. Heutagogy addresses issues about human adaptation as we enter the new millennium.



Conclusion

The Heutagogy is very useful approach is that they provide a framework and identifiable techniques that develop aspects of capability and the capacity for lifelong learning.

Our education systems and particularly post compulsory education need to develop people who can examine these sorts of questions, who can be proactive rather than simply reactive in their thinking, and who can be more involved citizens. This will only occur by changing the way in which we help people learn. There is a need to go beyond the possible self-interest of the academic and the teacher, to move beyond the status quo and the interests of dominant institutions.

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