PARADIGM SHIFT FROM PEDAGOGY TO ANDRAGOGY TO HEUTAGOGY IN TEACHING-LEARNING PROCESS

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RESEARCH ARTICLE

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Abstract

The science of educating children is called pedagogy; the science of teaching adults is called andragogy; and the science of learning on one's own is called heutagogy. Differentiated learning understandings are impacted by 21st-century pedagogy, andragogy, and heutagogy, which acknowledge learner needs and knowledge base preparation. However, how much may theories of knowledge, learning, and information acquisition change the way that people define the learner? In order to improve differentiation and understanding in the areas of learning, knowledge, focus, preparedness, principles, sequencing, etc., it is therefore necessary to reconsider epistemological understandings with regard to the adult learner. In today's fast-paced educational environment, teaching approaches are evolving to cater to the changing needs of the learner. When designing effective learning strategies, it's essential to understand the critical differences between pedagogy, andragogy and heutagogy. Each approach offers distinct benefits and is suited to different types of learners. The influence on instruction and learning quickly changes and transforms in novel and fascinating ways. This paper will discuss these three leading approaches and how they can be applied in modern education.

Keywords: *Education, Pedagogy, Andragogy, Heutagogy*

Introduction

Education is a continuous process that changes as we mature. Since education is always evolving, creative methods of instruction and learning have become more and more significant in recent years. There are numerous popular ideas and methods, ranging from the learner-based approach to the more conventional educator-centred approach. We may learn a lot about how we learn at different levels if we just grasp the three key concepts that determine learning approaches: pedagogy, andragogy, and heutagogy.

Pedagogy

The art and science of instructing pupils are referred to as pedagogy. The word is derived from the Greek words "Paida" (child) and "Agogos" (leader). With the invention of writing in 3000 B.C., education became more introspective and focused on developing skills and knowledge. Around this same period, Plato also endorsed a teaching methodology that included the Socratic method, which asks questions to help students understand the world. The goal of pedagogy is to critically educate individuals to be self-reflective and able to critically confront their relationships with others and the wider environment, not to provide training. Traditionally, pedagogy has been thought of as the manner in which younger students engage with knowledge. Often referred to as a "blank slate" or "tabula rasa," the fundamental assumption is that the student has no prior information, that experience and the instructor are the sources of their education, and that the learner has no prior understanding. Pedagogy is a method of education in which teachers convey knowledge in both theoretical and practical ways. It takes into account the teaching philosophies of educators as well as their understanding of diverse learning cultures and styles. For students to build on past learning and form meaningful classroom relationships, pedagogy is crucial. It describes the method of instructing pupils, whether it be through theory or practice. There is a relationship between culture and ways of learning. The main objective of teaching is to build on students' existing knowledge while concentrating on their skill and attitude development. It helps students grasp the material thoroughly and applies what they have learnt to their everyday life outside of the classroom. To engage students and meet their needs, educators might use a variety of pedagogical strategies. The following are the top five:

- Social Pedagogy: It is believed that education is essential for promoting social growth, a student's psychological safety, and their general well-being. One example of social pedagogy is asking students to think about common social issues like food scarcity and how it disproportionately affects certain demographic groups.
- Constructivist Pedagogy: Students from their own knowledge through direct experience versus passively ingesting material. An example of Constructivist Pedagogy would be asking students to complete a simulation dissecting a mouse versus asking students to read about this procedure in their textbook.
- Critical Pedagogy: Students approach the course material via a social justice perspective by evaluating power dynamics and critically dissecting normative viewpoints. One form of critical pedagogy is the analysis of music lyrics that address societal themes such as wealth and corporate success.
- Culturally Responsive Pedagogy: Educators celebrate and acknowledge the diverse cultural backgrounds of their students through relevant class activities. An example of Culturally Responsive Pedagogy would be including scholars of all ethnicities on an assigned reading list.
- The Socratic Method: Students are taught through continuous questioning and discussion. The Socratic Method prioritizes collaboration and self-discovery as a means of learning and building social skills. An example of this pedagogy would involve getting finance students comfortable with the basic of compound interest to prepare them for their lives beyond academia.

Types of Pedagogy

Teachers employ a variety of pedagogical approaches to support their instruction and classroom management. The four primary pedagogical forms are:

- **Behaviourism:** The notion that a student's behaviour is influenced and reinforced by external influences rather than internal ones. Positive reinforcement is the most common form of behaviourism and is widely employed to teach children by rewarding desired behaviour.
- **Constructivism:** The notion that pupils build their own knowledge by drawing on prior experiences and expertise. Teachers serve primarily as mentors, assisting students in comprehending and developing their own learning processes and applications.
- **Social Constructivism:** This approach combines student-centered learning with teacher-guided education. This idea gives students the ability to shape and influence results and holds that the group is more powerful than the individual.
- **Liberalism:** This approach, which frequently involves democratic classroom management, centres the development of the learning environment around the opinions of the students.

Significance of Pedagogy

- Enhance teaching quality: A well-considered pedagogy can significantly raise the standard of instruction in the classroom. By helping the students fully understand the course material, this will enhance their learning outcomes.
- Promote a cooperative learning environment: Students are encouraged to work together to complete assignments and acquire knowledge when pedagogy is applied in the classroom.
- Gets rid of boring learning: Without understanding child psychology, pedagogy is incomplete. It supports the students' analysis, evaluation, and creative thinking.
- Students can learn in the methods that best suit them: This develops each student's unique learning style. Students are free to learn in the manner that they want.
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- Convenient learning strategy for all: Different learning styles were required for students with varying skill levels. Every student can benefit most from applying what they have learnt about psychology.
- Enhances communication between the teacher and the students: The teacher has a better understanding of the students, focusses on their areas of weakness, and provides them with appropriate guidance.
- Pedagogy is crucial for helping students learn more efficiently: By adhering to the learner-centred approach, pedagogy helps students learn more efficiently.
- Taking into account the learner's voice: Pedagogy places the learner's needs first.
- The teacher's performance and demeanour: Pedagogy enables the teacher to deliver his lessons as effectively as possible. The learner's learning outcome is high as a result.
- The teacher's knowledge and comprehension: Pedagogy aids the teacher in getting to know the student before the subject matter.

Andragogy

Learners who enter the higher education system have their own opinions and are able to choose the subject matter and learning style as their maturity levels rise at the end of adolescence. As learners grow more mature, so does their capacity for self-directed learning. Andragogy assumes that adults have particular learning needs, implying that collaborative and problem-based learning environments are the most effective. Originally introduced by Alexander Kapp in 1833 and then resurrected by

Malcolm Knowles, the term andragogy refers to any type of adult education. Malcolm Knowles, an American educator, recognised the distinction between the learning styles of children and adults and presented his Andragogy theory in 1984. Andragogy was not a valid epistemology in his opinion. Rather than a theory, he saw it as a concept. Andragogy, which translates to "man-leading" in Greek, is the comprehension of the science and practice of adult learning. In his theory of andragogy, Knowles expanded on this type of "gogia," or what we typically refer to as five andragogic assumptions. Later, Knowles established comparable presumptions and proposed his own theory of andragogy. These guiding presumptions are:

i.   **Self-questioning:** as the dependent learner gets older, they start to doubt the material they are studying.
ii. **The learner's experience:** As they get older, their experiences serve as resources in the classroom.
iii. **Eagerness to learn:** A learner's desire to learn a subject area grows as they become older, which improves their personality and career.
iv. **Problem-based learning:** The learner's focus changes from subject-centered learning to problem-centered learning as they get older.
v.   **Self-motivation:** As a student gets older, they get more motivated to learn on their own.

Knowles proposed four guiding principles for adult education in 1984:

i.   Adults must participate in the planning and assessment of their education.
ii. Experience which includes mistake is the foundation of the learning exercises.
iii. Adults are mostly interested in learning about subjects that have a direct bearing on their personal lives, careers, and places of employment.
iv. Adult education is less content-based and more problem-based.

Pedagogy, which is a more conventional method of instructing children, is usually compared with andragogy. When learning takes place in an andragogical setting, the student gains greater control over the subject matter and the learning environment. The teacher permits self-directed learning, which gives the student greater influence over the learning process. The learner's attention is on the material. Andragogy is a learner-centred approach to education and a conceptual framework. In contrast to what we have traditionally thought of as the all-knowing knowledge provider, the teacher is the one who facilitates learning. The instructor uses a predetermined curriculum with strict rules. With this method, the learner is at the centre of the experience and actively participates in its planning. By identifying what needs to be learnt, creating learning objectives, creating a learning plan, and assessing students' progress, the teacher promotes learning under the andragogy approach. In an andragogical approach, the teacher's job is to facilitate the learner's development of the ability to be more self-directed in their education. The instructor leads the student through the learning process and encourages application in a practical setting. While students are ultimately responsible for their own learning, teachers set goals, create curricula, and mentor pupils. The student must get a deeper comprehension of the material while maintaining a linked and content-driven attention. Knowles gave faculty members a seven-step guide on how to encourage andragogy:

- Create a cooperative learning environment
- Engage students in goal-setting
- Identify their needs and interests
- Assist students in creating objectives based on these needs and interests
- Create a series of learning experiences to achieve these goals
- Utilise resources and materials to meet goals
- Assess the calibre of learning and its influence on subsequent learning.

Heutagogy

Learner agency, self-efficacy, competence, metacognition, and reflection are the cornerstones of heutagogy, a learner-centred educational theory. In 2000, Hase and Kenyon defined heutagogy – which comes from the Greek word for "self" – as the study of learning that is self-determined. With learning as an active and proactive process and students acting as "the major agent in their own learning which occurs as a result of personal experiences," heutagogy takes a holistic approach to fostering learner skills. In heutagogy, the teacher helps students learn by offering resources and instruction, but they completely give up control of the learning process and path to the student, who negotiates learning and chooses what and how to study it. This method to learning also includes other components, such as the question of how instruction will be delivered and how the learner will be guided. Additionally, we must ensure that the intended learning is within the potential learner's maturity and skill set. Heutagogy, a student-centered educational approach, places a strong focus on independent thought and self-directed learning. A shift from traditional educational paradigms is marked by putting the student at the centre of the learning process and providing them with the resources to take control of their education. Students that use this approach gain flexibility, critical thinking skills, and a strong sense of accountability for their learning outcomes.

The core idea of heutagogy is that, in some learning contexts, the learner's desires and methods should take precedence over the material that needs to be taught. As a result, this method differs greatly from the more structured and conventional approach of teaching. The educational process is redesigned in heutagogy so that students pick what they want to learn and even how they might acquire it, rather than the learnt person dumping knowledge into their minds. It signifies a shift from learning that is teacher-centered to learning that is learner-centred. When using a heutagogical approach, the learner assumes a more facilitative role, offering guidance on how the intended learning might occur. If a formal assessment of the learning is

necessary, the learner also helps determine the best method of assessment. Today's educators must cultivate lifelong learners who can thrive in a global knowledge ceremony – learners who can apply skills and competencies to novel situations in a complex, ever-changing world in an efficient and innovative manner. In order to prepare students for success in the workplace, pedagogical even andragogical methodologies are no longer entirely adequate. Instead, a more self-directed and self-determined approach is required, in which students reflect on what they have learnt and how they have learnt it, and in which teachers teach students how to teach themselves. With andragogy losing favour with some educators as "outmoded in light of recent rapid development in new teaching methods, learning resources, and digital media," new technology have also made it necessary to think about new pedagogical approaches. In response to these advancements in higher education, the idea of heutagogy offers some ideas and methods that can be taken into consideration. The development of competent learners is facilitated by a heutagogical learning environment, which places emphasis on the growth of learners' abilities and capacity to learn in addition to their competences. Web 2.0 has also sparked a renewed interest in heutagogy because of social media affordances that enhance and support this method of instruction. Heutagogy has been referred to as a "net-centric" paradigm that capitalises on the internet's primary affordances. It is also a pedagogical strategy that may be used as a framework for teaching and learning in the digital age and adapted to new technologies in distance learning.

Distance education, which has its pedagogical roots in adult teaching and learning and shares some of the same significant characteristics as heutagogy, including student autonomy and self-directness, is particularly interested in heutagogy. Another feature of distant education is self-directed education, which is a feature of formats like contract learning and prior learning evaluation. The target audience for both heutagogy and distance education is mature adult learners. In particular, heutagogy has the potential to turn into a theory of distant learning, partly because of the ways it expands on the andragogical approach and partly because of the affordances it provides when applied to new technologies in distance learning. Heutagogy is a learner-centred educational technique or approach rather than a learning theory like behaviourism or constructivism. It acknowledges the distinct experiences of students and makes an effort to incorporate them into the educational process. Hase claims that the most current set of heutagogical principles is as follows:

- Recognise that learning is non-linear
- Individualise learning as much as possible
- Offer flexible or negotiated assessment
- Let the student contextualise ideas, information, and new understandings
- Use experiential learning strategies
- Promote group learning
- Adapt the curriculum to allow for the exploration of new questions and understandings as new neural pathways are formed.
- Encourage metacognition and reflection; give the student a wealth of materials to investigate
- Help them build research abilities, such as the ability to judge ideas and content; and distinguish between deep learning, skill acquisition (competencies), and knowledge
- Have faith in the learner
- Understand that instruction and instructor control can become a barrier to learning
- Acknowledge the value of informal learning and that we just need to facilitate it rather than regulate it
- Engage the student as a collaborator in creating their own learning materials and procedures.
- Provide flexibility in the curriculum to allow for the exploration of new ideas and questions when new neural pathways emerge.

Concept	Pedagogy	Andragogy	Heutagogy
Role of Learner	Dependent	Independent	Autonomous
Role of faculty member	Provides Information	Makes knowledge easier to access	Faciliatory and capacity builder
Experiential	NO	Yes	Yes
Primary activities	Lecture based, Objective testing	Group projects, case studies, simulations, fieldwork, and various forms of testing are examples of experiential strategies.	Encouraging proactivity allows the learner to go beyond problem solving. Through internal processes like reflection, environmental scanning, experience, engagement with others, and proactive problem-solving behaviour, learners draw on both their own and others' experiences.
Readiness	Are informed when	Determine what more	Establishes the content

	they're prepared.	information is required.	and method of learning.
Sequencing	Consistent, step-by-step development	Depending on the readiness and skill of the learner	Drawing from individual experiences
Learning	Information that will only come in use later	Process-focused for prospective futures	Proactive and problem-solving education
Curriculum	Simple to complex	Competency based	Flexible & adaptive/personalized
Age group	Every age group: mostly K–12	Higher education (even if K–12 concepts can be used)	Higher education
Motivation	External	Internal	Internal and self-efficacy driven
Knowledge	Completed without inquiry	Must comprehend the significance	Knowledge creation
Readiness to learn	Which is necessary	When information is pertinent	Self-directive
Focus	Subject-oriented	Life-oriented	Self-chosen and self-directive action

Conclusion

In order to become heutagogic, or self-determined, learners can now move from traditional pedagogical learning to andragogical, or self-directed, ways. The pedagogy-andragogy-heutagogy continuum is the name given to this shift. With this method, teachers help their students go from passive to more active learning and towards taking charge of their education. Although the pedagogy, andragogy, and heutagogy continuum is a type of scaffolding, its goal is not to increase conceptual complexity but rather to restore the innate agency of those who have become passive learners. With the aid of these strategies, instructors may enable them to thrive throughout their academic life.

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