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Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning

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Abstract

Heutagogy, a form of self-determined learning with practices and principles rooted in andragogy resurfaced as a learning approach after a decade of limited attention. In a heutagogical approach to learning, learners are highly autonomous and self-determined and emphasis is placed on developing capacity and capability with the goal of producing learners who are well-prepared for the complex workplace. The approach has been proposed as a theory for applying to emerging technologies in education and for guiding distance education practice and the ways in which distance educators deliver instruction using newer technologies such as social media. The renewed interest in heutagogy is due to the ubiquitousness of Web 2.0, and the affordances provided by the technology. With its learner-centered design, Web 2.0 offers an environment that supports a heutagogical approach, most importantly

development of learner-generated content and learner self-directedness in information discovery a the learning path. Based on an extensive review of the current literature and research, this article discusses the concepts of andragogy and heutagogy and describes the role of Web 2.0 in heutagogical learning approach. Examples of institutional programs that have incorporated approaches are also presented; based on these examples and research results, course design elements characteristic of heutagogy are identified. The article provides a basis for discussion and research in as a theory for guiding the use of new technologies in distance education.

Keywords

Lifelong learning; heutagogy; self-determined learning; andragogy; web 2.0; social media; capability; competency; double-loop learning; reflect

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