International Scientific Journal of Contemporary Research in Engineering, Science and Management (ISJCRESM) ISSN : 2456–1134
Vol. 2, Issue 2, | June 2017 – August 2017 | Pages : 1 - 5

Heutagogical Learning Efficiency Model To ICT Integration in the Classroom

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Abstract

The pedagogy and andragogy are not sufficient in an information era. In this context, Heutagogy gains significance. Heutagogy is a theory self-determined learning developed by Stewart Hase in 2000. The Heutagogical approach helps the learner in becoming lifelong learner by making a individual competent and capable. This paper presents a model "Heutagogical Learning Efficiency Model" through various phases like, gain information, process information, structure the information, share-discuss-collaborate knowledge, apply and create. This requires a open learning environment, which can be provided using blended learning approach using learning management and classroom systems respectively. Thus, Heutagogical makes comprehensive, continuous and learning possible. This paper attemptes to understand the conceptual aspects of heutagogical approach to ICT integration in a classroom environment.

Keywords

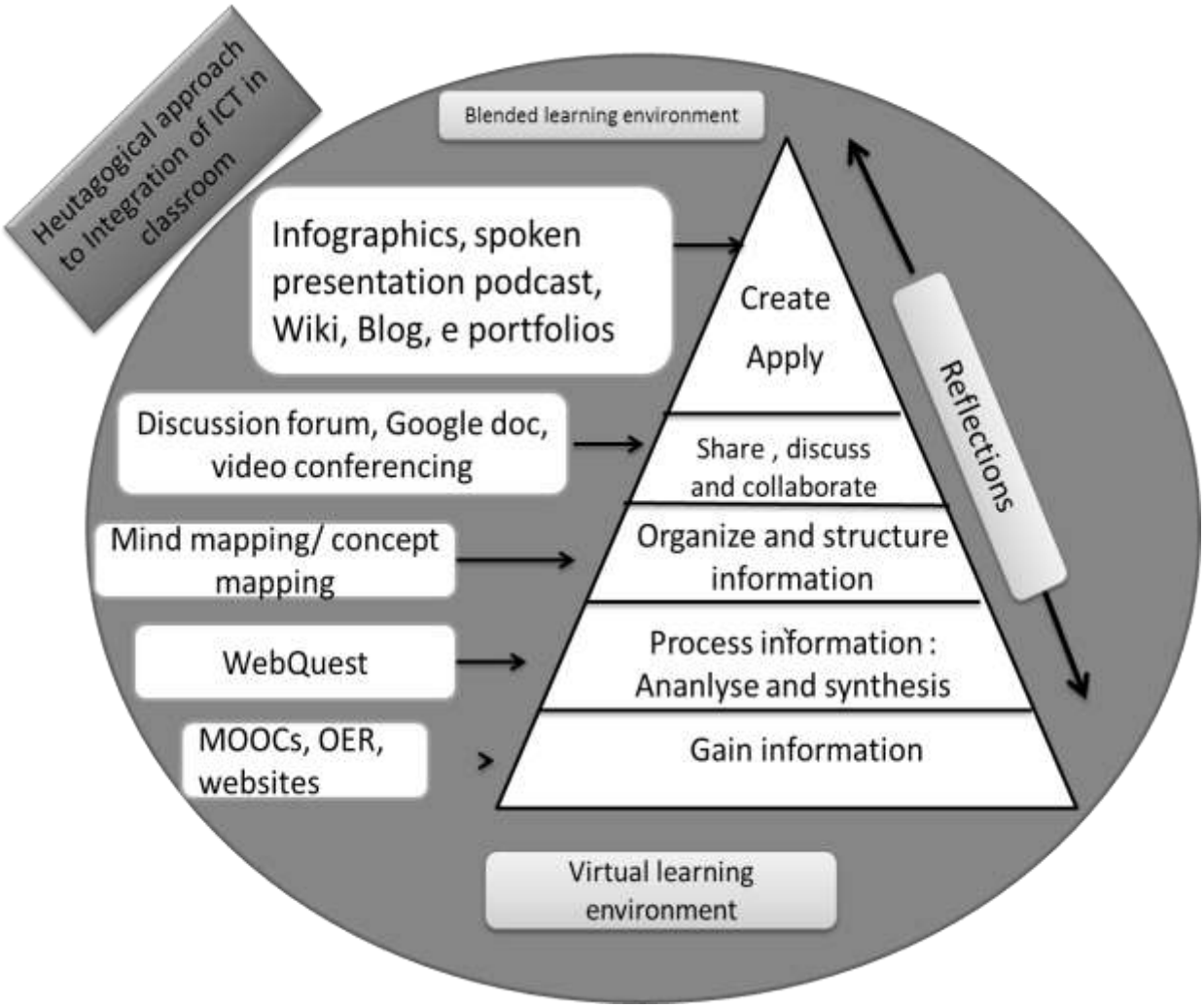
Heutagogy, Heutagogical Approach, Learner, Instructor, ICT, Classroom.

Introduction

The education has traditionally been seen as a pedagogic relation between teacher and learner. Moreover, in an information era, information is easily accessible forlearners in the form of text, audio, video and animation, which can fulfill the need of learners of various learning styles and interest. Also, a learner can virtually watch abstract things, events, visit to places, involve in doing, experiment etc. Furthermore, virtual reality and augmented reality brought the world within the four walls. Hence, the role of instructor is changing to facilitator. The enormous and meaningful opportunities of learning experiences can be provided to learners. In this era, the teacher has to make learner competent and capable. The pedagogical and andragogical educational methods are not sufficient in today's techno era. It needs a more self-directed and self-determined approach in which the learner reflects upon what is learned and how it is learned and withinthis ambit the educators teach learners how to teach themselves (Peters, 2001, 2004; Kamenetz, 2010).

The Heutagogy is a learning theory developed in 2000 by Stewart Hase of Southern Cross University and Chris Kenyon in Australia, is the study of *self-determined* learning. A heutagogical learning environment facilitates development of capable learners and emphasizes both the development of learner competencies as well as development of the learner's capability and capacity to learn (Ashton & Newman, 2006; Bhoryrub, Hurley, Neilson, Ramsay, & Smith, 2010; Hase & Kenyon, 2000). It is through double-loop learning, learners develop the *competency* or ability to attain the necessary skills to accomplish their educational goals and the *capability* or confidence to construct and follow their own learning plan. The model under figure 1 has been proposed by the researcher to useHutagogicial approach while integrating ICT in the classroom environment.

Fig. 1: Heutagogical Learning Efficiency Model



Heutagogical Learning Efficiency Model

The heutagogical learning efficiency model exhibited in figure 1 has been self-devised and proposed by the researcher based on pedagogical experience for more than a decade in the field of education technology in terms of learning effectiveness. Moreover, this model may be adopted and administered in academia after adequate validations and structural adjustments in accordance with the aspects within it.

Gain Information: During this phase the teacher provides relevant Open educational Resources (OERs), Massive Open Online Courses (MOOCs) and various repositories according to the need of the topic. This information can be provided using Google group or any other platform which in which learners are comfortable.

Process Information: The learner will go through the various webpages provided by teacher, the overflowing information in different web resources has to be structured through systematic enquiry. The learner can do it on WebQuest. WebQuest enhances learners' motivation in class; Serves as an alternative evaluation tool of student's learning; make the teacher understand about the students' degree of acquisition of information, ananlysis and synthesis of the information. WebQuests inspire users to see richer thematic relationships, to contribute to the real world of learning, and to reflect on their own metacognitive processes.

Organize &Structure Information: The concept maps are special representations of concepts and their interrelationships that are intended to represent the knowledge structures that humans store in their minds. (Jonassen, Beissner, &Yacci, 1993). The mind maps are a means of organizing information visually showing the process of big ideas, which are made of big pieces,which in turn are composed of smaller pieces.The concept map and mind map are useful to visualize the structure of knowledge, wherein the learners are given opportunity to create maps using softwares.

Share, Discuss & Collaborate: The learners are accessed to various platform of discussion forum or video conferencing as per the need. The learners share their knowledge, discuss and reflect their process of learning and possibly they collaborate to create a learning outcome. In this global era, learning occurs through connections within networks. In this process, the learners recognize and interpret patterns and are influenced by the diversity of networks, strength of ties and their context. The learning can also happen across peer networks that take place online.

Apply& Create: The creation is the highest level of cognitive development in which the learners create infographics, podcasts and spoken presentation to create audio, video, text or multimedia material. They can create as per their need and interest and showcase through blog, e-portfolios and wiki, wherein their reflection is the continuous process though out the journey of learning.

Creating Open Learning Environment: The blended learning approach should be used to reate open learning environment in the classroom. There are various models of blended learning i.e.

Replacement model, Emporium model and Supplementary model. The teacher or instructor can use any one according to the following questions into consideration. The following have been taken into consideration by them:

Target group?

Learning goals of the module?

What is the content?

Knowledge or skills needed?

Which test method to use?

Which instructional activities?

Plan the activities and the tests

Design the 'perfect' mix?

Theheutagogical learning environment provides the platform for learning efficiency by which the teachers or instructors shall apply the appropriate mode to equip the learners' learning process through the aforementioned proessess.

Conclusion

The Heutagogical approach does not suggest the removal of educator from classroom. It is implied from the present model that instructors need to alter their teaching approach, primarily by placing value on learner self-direction of the learning process. Moreover, the instructor's expectations of learners should be clearly stated: learners are responsible for knowledge creation and deciding upon the learning path (Ashton & Newman, 2006; Schwier, Morrison, & Daniel, 2009). Furthermore, the ongoing guidance and feedback as well as sharing of resources will support students along their learning journey, wherein learners may require ongoing instructor guidance and support throughout the learning process to develop the capability of self-direction.Thus, the ICT resources embedded in blended form can be a good platform for using heutagogical approach to learning, which make learner lifelong learner.

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