Chapter 5
Pedagogy, Andragogy, and Heutagogy

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ABSTRACT

The purpose of this chapter is to provide an overview of the theoretical foundations of pedagogy, andragogy and heutagogy. A brief description of the most common pedagogical theories, cognitivism, constructionism and behaviorism, as well as emerging theories such as social pedagogy, Pedagogy 2.0 and Education 3.0 are discussed. In addition, the tenets of andragogy, including its linkages to transformative education are presented. Heutagogy, which is self-determined learning, is also presented. This chapter also provides a discussion of whether pedagogy, andragogy and heutagogy are on a continuum or can be exhibited at any time during the educational experience, particularly with the advent of more advanced educational technologies.

INTRODUCTION

The Merriam-Webster Dictionary Online (2014) defines pedagogy as "the art, science or profession of teaching" (p.1). Smith (2012) defined it as "the art and science (and maybe even craft) of teaching" (p. 1). Knowles (1973) defined it as the art and science of teaching children. Pedagogical principles began around the time a more formal educational experience was adopted about 13 centuries ago in the monasteries of Europe where monks were the most educated of the population at that time. The term comes from the Greek terms paid and agogus which mean leader of a child (Holmes & Abington-Cooper, 2000).

This concept of andragogy was first defined by Alexander Kapp in 1833 to describe the teaching style of Plato who formalized Socratic principles (Nottingham Andragogy Group, 1983). Merriam Webster Dictionary Online (2014) defines andragogy as "the art and science of teaching adults." Andragogy was not used in North America until 1970 when the concept was published by Malcolm Knowles. Knowles (1970) defined it as the art and science of helping adults learn.

While andragogy is student-centered or student-directed learning, heutagogy is self-directed learning. The seminal work on heutagogy was done by Hase and Kenyon of Southern Cross University in Australia in 2000. Heutagogy is a much more holistic approach which teaches students how to learn and gain the competencies and skills they need for their selected field. In simpler terms, pedagogy is faculty-centered education, andragogy is student-centered education and heutagogy is self-directed and transformative. This chapter will present multiple educational theories that have led to models in pedagogy, andragogy and heutagogy.

PEDAGOGY

There are numerous educational theories that helped develop pedagogy as it is today. The "Big 3" theories of cognitivism, constructionism, and behaviorism will be briefly presented, as well as emerging theories related to transformative learning.

Cognitivism

The basis of cognitive learning theory is based around how the brain of the learner gains and processes information. Perhaps the most widely accepted cognitive learning theory is Gagne's conditions of learning theory. In this theory learning requires different instructional designs, strategies and learning outcomes. Gagne's nine events of instruction were discussed in Chapter 2. Instructional design is based on cognition where instruction is created that will meet various types of learning styles.

One important component of cognitivism is the concept of learning styles. Kolb in 1984 outlined four types of learners that are presented in Table 1.

Another learning style model that gained great prominence is Fleming's VARK model (Fleming & Mills, 1992) which categorizes learning as visual, auditory, reading/writing preference or kinesthetic. This model is based on the historical model that was used as far back as the Greeks in educational history with the additional category added. This model is outlined in Table 2.

Harold Gardner (1985) expanded the theory of learning styles even further with his theory of multiple intelligences. The intelligences outlined by Gardner are represented in Table 3.

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