Who gives a hoot about heutagogy? Self-determined learning in an online master of science program in palliative care

Outline and Literature Review

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Abstract – Last thing to be written

Introduction

• Challenges for education
• Define heutagogy
• Differentiate between pedagogy, andragogy and heutagogy
  o Heutagogy as an extension of andragogy

Literature Review

• Principles of heutagogy
  o Learner-centered and learner-determined
    ▪ Human agency (self-motivated, autonomous)
    ▪ Self-directed vs. self-determined learning
  o Capability
    ▪ Competency vs. capability
  o Self-reflection and metacognition
  o Double-loop learning
  o Nonlinear learning and teaching
• The heutagogic design process (which uphold principles of heutagogy)
  o Heutagogic design elements
    ▪ Explore
    ▪ Create
    ▪ Collaborate
    ▪ Connect
    ▪ Share
Heutagogy and Online Learning

- Reflect
  - Social media
  - Learning journal
  - Action research
  - Ongoing, personalized assessment and feedback
    - Learner-defined learning contracts
    - Flexible curriculum
    - Learner-directed questions
    - Flexible and negotiated assessment
  - Strategies to develop self-determined learners
Methodology

This research paper queries the following questions: what is heutagogy, what are the principles and theoretical underpinnings of heutagogy, and what is the heutagogical design process? A comprehensive review of past and current research and opinion publications are conducted. In approaching the research, the author sought to understand a heutagogical approach to learning, and specifically how to apply these principles to the development of an online master of science degree. Several expert interviews were conducted with education and instruction design specialists.

The review of the literature first presents a definition of heutagogy and how it differs from, and has evolved from pedagogy and andragogy. Examples of instructional design elements and learning strategies are included, by way of application illustration to the development of an online master of science degree in palliative care. The article provides an evidence-based discussion of a heutagogy-based, constructivist-driven curriculum design process that aims to develop self-determined, lifelong learners.

Analysis and Application to Case Example

- Describe Online Master of Science degree at University of Maryland
  - Projected audience
  - Terminal performance objectives
  - Program design (online, asynchronous, eight week semesters, interdisciplinary learners and faculty, deliverables)
Heutagogy and Online Learning

- Elective pathways and graduate certificate awards
- Specific examples of curriculum design that illustrate heutagogy in action

Conclusion
**References:**


Northcote, M. T., & Boddey, C. (2014). Using the self-determined learning principles of heutagogy to support academic staff who are learning to teach online. *Education Conference Papers, Paper 9, 735*-739.