

BRIDGING CONNECTIONS BETWEEN HEUTAGOGY, BLENDED AND ONLINE LEARNING, AND LIFELONG LEARNING: WHAT HAVE WE LEARNED?

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DISCUSSION

Is there a relationship in self-determined learning, learner agency, and lifelong learning in blended and online learning environments?



RESEARCH STUDY

KEY QUESTION:

WHAT IS THE RELATIONSHIP
BETWEEN SELF-DETERMINED
LEARNING (HEUTAGOGY) AND
LIFELONG LEARNING THAT CAN BE
DEVELOPED IN BLENDED AND
ONLINE LEARNING ENVIRONMENTS?

Pilot Study

- August 2019 – May 2020

Two Phases:

1) Systematic Literature Review

- Heutagogy
- Blended and Online learning
- Lifelong Learning

2) Delphi Study

- Survey
- Interview
- Focus Group

HEUTAGOGY

**BLENDED AND
ONLINE
LEARNING**

**LIFELONG
LEARNING**

“In a heutagogical approach to teaching and learning, learners are highly autonomous and self-determined and emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today’s workplace” (Blaschke, 2012, p. 56).

Blended learning is “the organic integration of thoughtfully selected and complementary face-to-face and online approaches” (Garrison & Vaughan, 2008, p.148).

Lifelong learning is “all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services” (Council of the European Union, 2006, p. L327/50).

FINDINGS

Systematic Literature Review

- Connection exists between the 3 terms to consider a proposed conceptual framework
- Evidence that self-directed learning, self regulated learning and self-determined learning contribute to success and outcomes in blended and online learning
- Capacity and capability development contribute to the development of the lifelong learner
- Technology plays a role in developing and supporting lifelong learning
- Provide a foundation for study and Delphi process

CONCEPTUAL RELATIONSHIPS



Exploring the possibility that, under certain pedagogical conditions, blended and online learning will contribute to the competence required for technology-enabled lifelong learning.

FINDINGS

Survey Data

- All participants agreed there is a relationship between self-regulated, self-direction and self-determined learning and blended and online learning
- Self-determined learning
 - The role of the student and the role of the instructor in making the connection in blended and online learning was unclear
- Terms were used interchangeably
- Heutagogy was a new concept for some participants
- Tension in the role of technology (as a enabler or detractor)

FINDINGS

Interview Data

- Key concepts of heutagogical practice that aligns with the tenets of lifelong learning
 - Choice
 - Control
 - Flexibility
 - Motivation
 - Autonomy
 - Assessment

FINDINGS

Focus Group Data

- Lifelong learning is a process inclusive of self-directed learning
- Blended and online learning supports lifelong learning – in terms of development of the “self” (autonomy & agency)
- Role of technology
- Role of instructors in mediating flexibility, control and autonomy
- Heutagogy design elements
 - Some are easier to implement and some are more challenging

REFLECTIONS

Emerging Themes

- Role of Learner
- Role of Instructor
- Role of Technology
- How we view lifelong learning?
- How blended and online learning supports lifelong learning?
- Who and what makes the connection? And how?

DISCUSSION

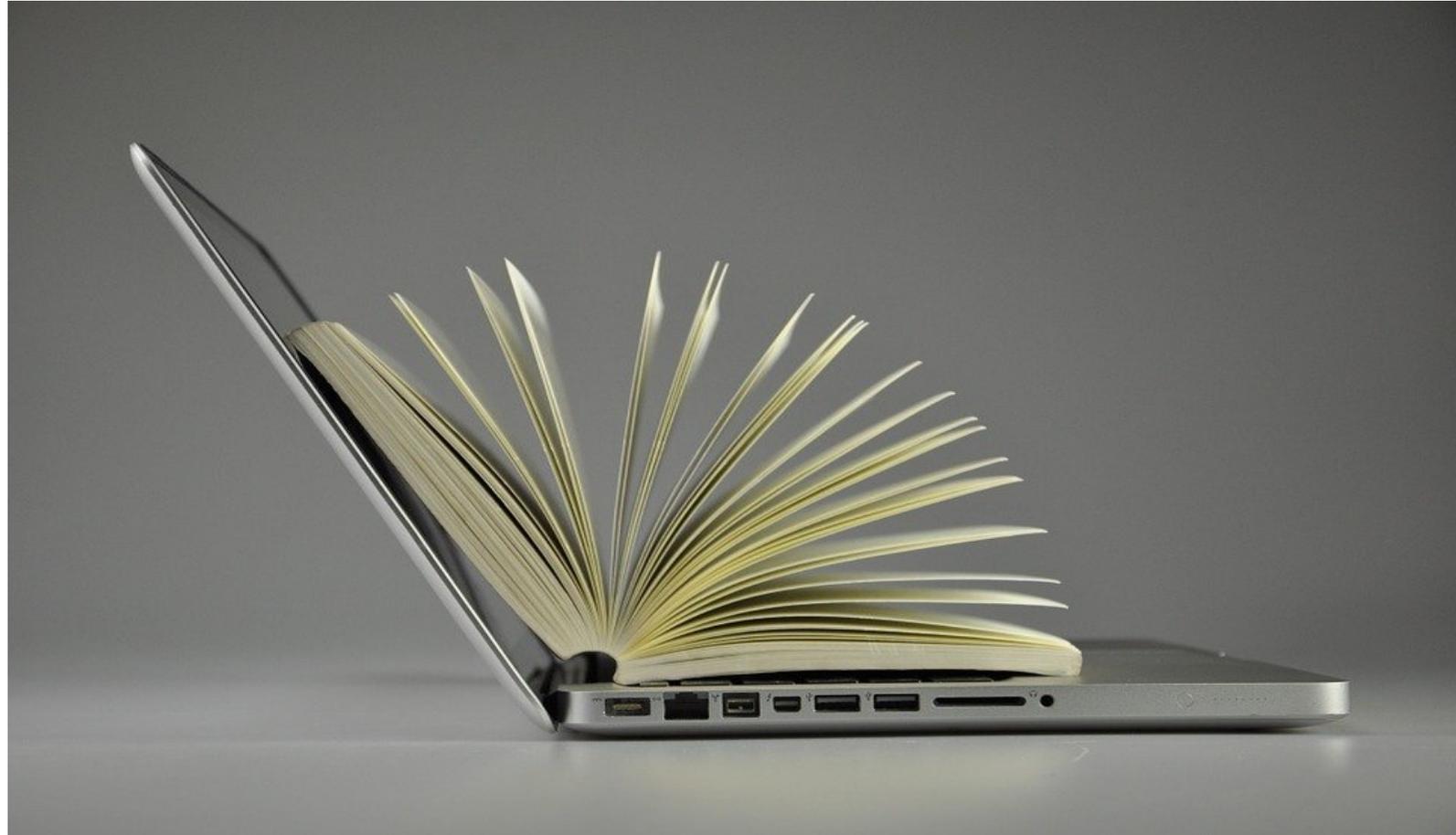
As instructors, instructional designers, and administrators, how can we better create opportunities for developing student autonomy in the learning design?



IMPLICATIONS FOR IMPLEMENTATION OF A HEUTAGOGICAL APPROACH IN HIGHER EDUCATION

- Institutional Policy
 - Supports lifelong learning and the lifelong learner, that engages and supports academia in the process and delivery
- Educational Development
 - Training and supports for practice and implementation
- Student Orientation and Support
 - Understanding the role, practice and expectations
 - Increasing empowerment

QUESTIONS & COMMENTS



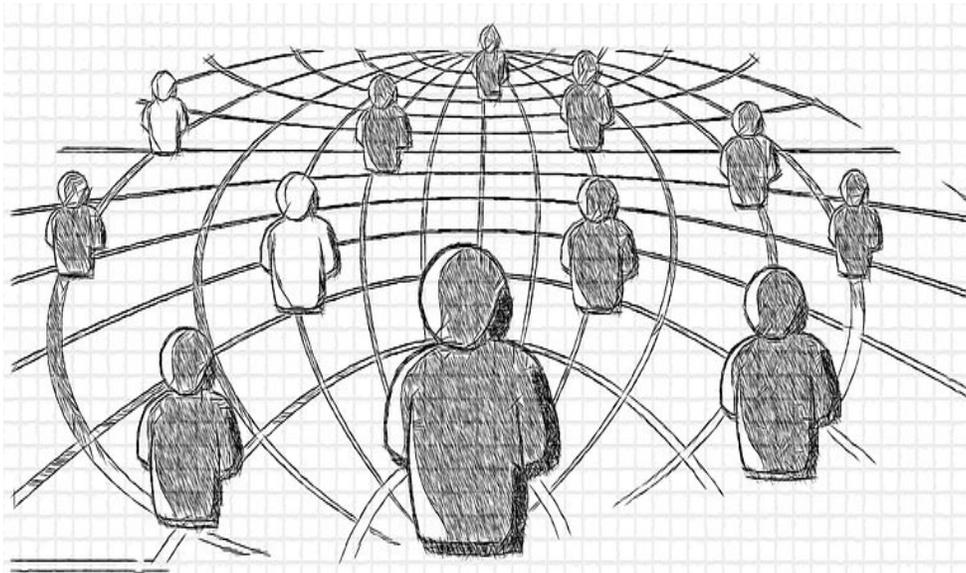
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A COLLABORATIVE RESEARCH PROJECT



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