

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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November 20, 2016

**Abstract** – Last thing to be written

## **Introduction**

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

## **Literature Review**

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

- 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, asynchro nous, eight week semesters, interdisciplinary learners and faculty, deliverables)

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

## **Conclusion**

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