Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning

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Abstract

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affordances provided by the technology. With its learner-centered design, Web 2.0 offers an environment that supports a heutagogical approach, most importantly by supporting development of learner-generated content and learner self-directedness in information discovery and in defining the learning path. Based on an extensive review of the current literature and research, this article defines and discusses the concepts of andragogy and heutagogy and describes the role of Web 2.0 in supporting a heutagogical learning approach. Examples of institutional programs that have incorporated heutagological approaches are also presented; based on these examples and research results, course design elements that are characteristic of heutagogy are identified. The article provides a basis for discussion and research into heutagogy as a theory for guiding the use of new technologies in distance education.

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Lisa Marie Blaschke is an assistant professor (adjunct) within the Master of Distance Education (MDE) program in the Graduate School of Management and Technology (GSMT) at the University of Maryland University College (UMUC). She is also head of a communications consulting firm, Kreative Kommunikation, which offers a wide range of distance education services, from e-learning design and development to project management. Her research interests are in the areas of online collaborative learning, pedagogical application of web 2.0 tools, and user interface design. She currently lives with her family on the edge of a forest in the German Odenwald.

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