

Heutagogical Strategy in Teaching Social Business Education: AIU Experience

**Kalthom Husain, Bahiah Ab Malek, Puziah Abd Wahab, Haniza Othman,
Hafizul Amin Ngatli**

*Albukhary International University
Jalan Tun Razak, 06500 Alor Setar, Kedah
kalthom.husain@aiu.edu.my*

ABSTRACT

The aim of this paper is to critically explore the theoretical framework behind the self-determined learning approach, heutagogy. This is an approach that responds to the challenge of enabling the development of people who can cope with a rapidly changing world. Heutagogical approaches to education place great emphasis upon holism, self, capability, community, needs of society, and a focus on learning as opposed to teaching. Learners are highly autonomous and self-determined, and emphasis is placed on the development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today's circumstances. A qualitative approach that dwelled into focus group interviews is used to arrive at the proposition. Ten (10) students who had signed up for Social Business Course at AIU became the participants in the study. The research adopts a qualitative approach via focus group interview to gather the desired data. The data gathered were analysed using thematic analysis. The authors of this paper argue that, from a social science perspective, a determined learning approach is in the best place to provide a contemporary, exciting teaching and learning experience in a competitive higher education market. The biggest limitation is that it is difficult to generalise the phenomenon occurring in the case of this research, which may be exactly replicated in other organisational settings/situations/ circumstances. The conclusion is that these students' experiences can help us to understand this work and how it can provide some useful insights in pedagogical concerns.

Keywords: *Social Business, Heutagogy Strategy, Student Centred Learning, Autonomous, Higher Education*

1.0 INTRODUCTION

Heutagogy is underpinned with assumptions of two key philosophies: humanism and constructivism. Heutagogy is rooted in andragogy, a student-centered instructional strategy where learners are highly autonomous and self-determined. Heutagogical strategy to education place great emphasis upon holism, self, capability, community, needs of society and a focus upon learning as opposed to teaching. 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 circumstances.

2.0 LITERATURE REVIEW

Heutagogy is a concept originally given by Hase and Kenyon at the turn of century and was revived by Blasche in 2012. Nowadays, in this era of digital technology, it is favoured to acquire, renew, and upgrade knowledge and skills for long-term learning. Heutagogy is a student-centric self-determined learning based on humanistic theory guided by technology-based

learning design. It lays distinct emphasis on learners to decide what to learn, and how to learn and on learning to create opportunities (Blaschke, 2012). For this, several have been proposed like the curious learners cognize the problem and explore the knowledge and means to solve them using their own ways depending on their learning abilities. Finally, they connect, communicate, collaborate, and share their experience mostly using digital media (computers) that is why heutagogy has been called a “net-centric” theory and is a combination of experiential as well as transformative (Abela et al., 2009). It will help to make them creative, confident, and capable in addition to competent for the workplace. Heutagogy makes the students lifelong learners and the role of educator is limited to teach them “how to teach themselves.” (ibid)

Heutagogy is seen as a progression of pedagogy and andragogy, where the learner has the autonomy to determine and direct his/her own learning path and process (Hase & Kenyon, 2000). Luckin et al. (2011) outlined this progression proposes the pedagogy-andragogy-heutagogy (PAH) continuum. PAH continuum, acts as a framework for scaffolding the learner for heutagogy learning, pedagogy is viewed as an approach for building the learner’s understanding of the discipline, while andragogy is viewed as an appropriate approach for helping the learner build an understanding of how to negotiate their way through the learning process: developing metacognitive skills. Table 1 shows the important difference between pedagogy, andragogy and heutagogy.

TABLE I
Pedagogy, Andragogy and Heutagogy

Features	Pedagogy	Andragogy	Heutagogy
Target Learners	Children or naive students with no Experience	Adults with or without experience	Adults with some exposure
Objective of Learning	Gain knowledge to go to next stage	Develop competency needed to solve the Problem	Develop capability based on need and potential to learn

Role of Instructor in learning and assessment	Learners are totally dependent, and teachers decide what, how, when about leaning and assessment (instructor centric)	Learners are autonomous and teachers act as guide and facilitator to help adults to become self-directed learners (Problem centric)	Independent learners with limited role of educators who foster curiosity and bring opportunities (learner centric)
Motivational Factors	External reward driven	Internal need and desire driven	Internal enquiry driven
Resources of Learning	Limited, advised and/or devised by teachers	Controlled; collaborative ly decided by educator and learner	Unlimited, may be provided by instructor but decided mainly by learner
Learning to change underlying values and assumptions	No	No (single loop)	Yes (Double Loop)
Allows Creativity	No	No	Yes
Requires Inter learner Collaboration , connectivity for Learning	No	Not Essential	Must
Process of Learning	Unidirectional	Bidirectional	Multi Directional
Level of Cognition	Cognitive	Meta-cognitive	Epistemic (Evidence Based)

Source: Alka Bansal et al., 2020

Social Business course is a compulsory course at AIU; provides opportunity for students to experience first-hand the social issues faced by specific communities and to instil in them the responsibility to address these issues in sustainable ways. Muzakkeer Huda (2016) extracted seven characteristics of social business from the founder, Muhammad Yunus and the characteristics are: (1) to alleviate poverty (2) maximizing profit for the business over social objectives (3) must achieve its economic and financial sustainability so that it does not need to

depend on constant charity or donation (4) investors will be entitled to take back their investments but they are not permitted to take their business profit. The profit will be reinvested fully for further development of the project or to create any other social impact (5) the firm engaged in social business must be environmentally concerned (6) workers will be given a competitive compensation package and with a better working condition than competitors (7) social business would be conducted and operated with pleasure because it holds a purpose, self-satisfaction, and self-sacrifice. The course will also enable the students to understand social business, the various models used, funding platform and its impact as an effective development intervention in improving socio- economic livelihoods of the bottom billion.

Contextualizing heutagogy strategy as a way forward in teaching and learning at Albukhary International University (henceforth AIU) in Alor Setar, Kedah, a case study has been conducted to explore the issues in relation to the social business education. In line with the integration of web-based learning, new information technologies, and online learning methods; the purpose of this paper is to engage what learners learn and how they construct the meaning of their own learning.

3.0 METHODOLOGY

Case study, a qualitative inquiry method is used as a method for data collection in this present research. Yin (2003) defined case studies as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Yin (2003) further posits that in a case study a “how” or “why” question is being asked regarding a contemporary set of events which the investigator has little or no control at all.

Hartley (2004) continues by stating that case study research "consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context, with the aim being "to provide an

analysis of the context and processes which illuminate the theoretical issues being studied”.

The justification of using the case study is to get in-depth details as much as possible about an event, person or process. Thick description (Merriam, 1998) when systematically analysed yields a valuable understanding and explanation of a process. Inquiries that require the understanding of the meaning of certain phenomenon and events, especially when processes are involved benefit more from using the qualitative research methods in general and the case study in particular to arrive at results that are exhaustive, rich in depth and information.

In deciding the sample size in this study, the authors refer Schreiber & Asner-self (2011) who proposed that; at least one individual in a case study (as indicated in Table 2) indicating the rule of thumb for qualitative sample size.

TABLE II

Rule of Thumb in Determining Sample Size

Basic Study Type	Rule of Thumb
Ethnography	30-50 interviews
Case Study	At least one, but can be more
Phenomenology	Six participants
Grounded Theory	30-50 interviews
Focus Group	Seven to ten per group or more groups per each stratum of interest

The researchers had reached for ten participants who had signed up for Social Business course and retrieved the related data via semi-structured interview. The semi-structured interview questions were constructed based on themes/sub-themes and some probing questions.

A case study is an interesting approach to consider when a researcher is motivated to expend time and effort to a situation, area, program, a group or person with the aim of answering the “how” and “why” conundrums. It beseeches a lot of time, patient, and energy to work loose complex issues to knit together an explanation worthy of a studious finding. However, the biggest limitation of a case study is that it is difficult to generalise the phenomenon occurring in case of this case research, which

may be exactly replicated in other organisational settings/ situations/ circumstances.

4.0 RESULTS AND DISCUSSION

This section presents the results of the data gathered and discuss the result based on some literature review. As the purpose of the paper, is to engage (1) what do students learnt and (2) how they learnt, thus the result will be structured as such. Table 3 summarises the data gathered and tabulated based on themes/subthemes against the research questions. The participants' excerpt is indicated with letter "P" followed by the participant's number.

TABLE III
Research Findings based on Themes

Q1: What do participants learnt? themes	
Nature of Assignment	Case Study – identify problems and issues in a scenario (P4)
Assignment Content	<ul style="list-style-type: none"> • Concept – Social Business (P1, P2) • Strategies on alleviating poverty (P6, P7) • Micro-finance products (P10) • Financial Sustainability (P9, P10)
Method of Learning	<ul style="list-style-type: none"> • Brainstorm (P1) • Group Discussion (P4) • Inquiry Method (P1, 2) • Self-Independent Learning / Discovery (P7, P9) • Technology Aided (P4, 5, 6)
Q2: How do participants learnt?	
Online via Google Meet (MCO – Covid 19 Pandemic)	
<ul style="list-style-type: none"> • Identify Related Problem (P9) • Problem Solving(P3) • Make decisions/recommendations (P4, P7, P8) 	
Online via Google Meet (MCO – Covid 19 Pandemic)	
<ul style="list-style-type: none"> • Site visit -to meet and talk to community (P5) • Conduct community interview (P4) • Gather task related information – journals, past research, newspaper cuttings etc. (P3, P6, P5, P7) • Share the related content (P1, P2) • Tabulate the content which the group had agreed upon (P3, P6) 	

- Assigned Tasks based on members preferences/inclination/expertise (P6)
- Elicit most salient points from their readings (P10)

Our study reports that participants found heutagogy as most brain storming, practice oriented, and it made the learners more confident when involved in discussion. When learners are competent, they demonstrate the acquisition of knowledge and skills; skills can be repeated, and knowledge retrieved. When learners are capable, skills and knowledge can be reproduced in unfamiliar and changing situation by their creativity. Capability is thus the continuum of one's own competence as capability alone is not possible without competency. Many educators in the professional fields also found heutagogy to be a plausible response to the critical issues that their learners come across in the actual workplace and have designed their learning environments accordingly to harp the maximum benefits (Abela JC, 2020). In addition, Bhoyrub et al. (2010) established that heutagogy is offered as an emerging and potentially highly congruent educational framework placed around practice-based learning. Furthermore, Kolb's experiential learning theory helps instructors to create learning experiences and facilitate learning through discovery and critical thinking when applicable. Learners plan for and later reflect on the learning experience so that they are better prepared for the next time they are faced with the same problem thereby improving the efficiency to perform (Abela JC, 2020).

In conclusion, heutagogy method used in our study had combined exposed the students to valuable experiential learning through exposure in the community near and around them and then sharing and discussing their related views and experience through technology.

5.0 ACKNOWLEDGEMENTS

This paper and the research behind it would not have been possible without the exceptional support of our participants cum students in Social Business course. Their effort in reaching out the community in Sik Kedah had been a great sharing. Finally, it is with true pleasure

that authors acknowledge the financial and facilities contributed by Albukhary International University and Kolej University Islam Antarabangsa Selangor to the researchers in executing their research.

6.0 REFERENCES

- Abela JC. Adult learning theories and medical education (2009) : A review. *Malta Med J* 2009;21:11-8. Available from: <http://www.um.edu.mt/umms/mmj/showpdf.php?article=234>. [Last accessed on 2021 September 7].
- Alka Bansal, Smita Jain, Lokendra Sharma, Neha Sharma, Charu Jain, Moksh Madaan (2020). Students' perception regarding pedagogy, andragogy, and heutagogy as teaching-learning methods in undergraduate medical education. <http://www.jehp.net> IP: 246.156.142.185. Last accessed on 2021 July 4]
- Blaschke LM. Heutagogy and lifelong learning (2012) : A review of heutagogical practice and self-determined learning. *Int Rev Res Open Distrib Learn* 2012;13:56-71.
- Bhojrub J, Hurley J, Neilson GR, Ramsay M, Smith M. Heutagogy: An alternative practice-based learning approach. *Nurse Educ Pract* 2010;10:322-6.
- Stewart Hase and Chris Kenyon, (2000). Moving from andragogy to heutagogy: implications for VET. https://www.researchgate.net/publication/37357847_Moving_from_andragogy_to_heutagogy_implications_for_VET
- Rosemary Luckin, Wilma Clark, Fred Garnet (2011) Learner-Generated Contexts: A Framework to Support the Effective Use of Technology for Learning. https://www.researchgate.net/publication/288703644_Learner_Generated_Contexts_A_Framework_to_Support_the_Effective_Use_of_Technology_for_Learning/figures?lo=1
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publisher
- Muzakker Huda (2016). *Social Business: Meaning, Scope, And Evaluation*. https://www.researchgate.net/publication/305473345_SOCIAL_BUSINESS_MEANING_SCOPE_AND_EVALUATION
- Yin, R.K. (2003). *Case Study Research: Design and Methods*. Sage. Thousand Oaks, California. Yin, R.K (2004) *A Review of Case Study Research: Design and Methods*. Sage. Thousand Oaks, California
- Schreiber, J., & Asner-Self, K. (2011). *Educational research: The interrelationship of questions, sampling, design, and analysis*. Hoboken, NJ: Wiley