

Moving from andragogy to heutagogy in vocational education

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In something of a landmark for vocational education and training Knowles (1970) suggested an important change in the way in which educational experiences for adults should be designed. The approach, known as andragogy, contrasts quite sharply with pedagogy which is the teaching of children. This paper suggests there is a need to move from andragogy towards truly self-determined learning. The concept of truly self-determined learning, called heutagogy, builds on humanistic theory and approaches to learning described in the 1950s. It is suggested that heutagogy is appropriate to the needs of learners in the workplace in the twenty-first century, particularly in the development of individual capability. A number of implications of heutagogy for vocational education are discussed in detail.