



# Heutagogy and Digital Media: An Exploration into the Digital Migration

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## ABSTRACT

Media technology in smartphones and tablets, enables the integration of innovations such as immersive realities. Innovation in mobile media may heighten the chances of problem-solving and skill acquisition for learners (Hernawan et al., 2022). Kugler (2017) predicted that this will be at the forefront of mobile learning. Taking a media studies approach, this paper addresses the question of how Heutagogy in mobile media facilitates and diverse the engagement of learners. Classical studies have restricted communication in learning in direct interaction between the knowledge provider and the learner in a fixed physical location, known as Pedagogy. In a post- covid-world, mobile media apps offer features that may extend the horizon of engagement. This transformation in learners' autonomy from Andragogy to Heutagogy may pave the way for alternative possibilities in transforming the learning experience. In this paper, I will design a qualitative approach to investigate media and Heutagogy by assessing the autonomy and the engagement of learners with mobile media. I will execute a methodological triangulation between systematic literature review, interviews with learners, and a theoretical framework. The research design will be a sequential and exploratory. Ideally, the analysis will lead to a thematic analysis. The theoretical lens of interpretation will be viewed through the realm of self-determination theory. The findings will purposefully address the motivational elements in learning within a key learning app. The discussion of this paper may aspire to provide original evidence for autonomous learners in the pursuit of skill acquisition via new media. It may explore along the way the learners' digital migration within the platforms of new media. Finally, this paper may contribute to the continuous progress of learning skills and extend the limits of knowledge regarding new media.

## 1. Introduction

On Digital Media landscape, the convergence of learning and media has redefined the methodologies through which information is conveyed and learning is facilitated. In this dynamic intersection, the principles encapsulated in pedagogy, andragogy, and heutagogy assume crucial roles in shaping educational experiences presented through diverse media platforms.

This paper aims to investigate the interconnections and distinctions of these paradigms within the lens of media, highlighting their impact on the development, delivery, and consumption of educational content. Pedagogy, traditionally rooted in a teacher-centric approach, has undergone transformative changes in response to the digital age. The integration of multimedia tools into pedagogical practices allows educators to employ interactive and visually stimulating methods, adapting to the preferences of contemporary learners (Smith, 2010).

The incorporation of pedagogy with media is assumed to not only enhance engagement but also provides dynamic avenues for conveying information. Andragogy, tailored for adult learners, seamlessly aligns with the self-directed nature of contemporary media consumption. As articulated by Knowles (1984), andragogy involves adults assuming responsibility for their own learning, an ethos well-suited to the autonomy inherent in the consumption of media.

Digital learners, in their pursuit of knowledge through diverse media channels, exercise control over the timing, content, and modes of learning (Marrie,2022). Heutagogy, pushing the boundaries of learner autonomy, finds resonance in the participatory and user-driven characteristics of contemporary media platforms. The notion, advanced by Hase and Kenyon (2007), of learners not only directing their learning but also influencing the curriculum and assessment, aligns with the democratizing influence of user-generated content and collaborative learning facilitated by media.

This exploration investigates how pedagogy, andragogy, and heutagogy intersect with and leverage media as an educational tool. By exploring the relationship between the media user and engagement with learning in heutagogical paradigms, educators and media professionals can cultivate more effective

and engaging learning environments tailored to the diverse needs of their audiences.

## 2. Literature Review

This exploratory paper on heutagogy and digital migration underwent a thorough examination known as Systematic Literature Reviews (SLRs). The decision to opt for SLR stemmed from the belief that it plays a vital role in academic exploration, offering a comprehensive and systematic synthesis of existing knowledge across diverse disciplines (Cohen et al., 2011).

In the realm of Digital Media Research, SLRs function as a crucial tool for pinpointing, analysing, and synthesizing pertinent studies, contributing to a deeper comprehension of the continuously evolving digital media landscape. Through a wide-angle lens of review on range of studies, SLRs managed to unveil patterns, trends, and gaps within the existing literature, bolstering the reliability and validity of research findings. This review establishes a robust foundation for further investigations into the field of digital media. Scholars such as Kitchenham and Charters (2007) underscore the importance of rigor and transparency in executing systematic reviews. The significance of employing SLRs in Digital Media Research lies in their capacity to consolidate knowledge, guide future research endeavours, and steer evidence-based decision-making in the dynamic realm of digital media (Tranfield et al., 2003).

The convergence of education and media has redefined the methodologies through which information is conveyed and learning is facilitated. In this dynamic intersection, the principles encapsulated in pedagogy, andragogy, and heutagogy assume crucial roles in shaping educational experiences presented through diverse media platforms. This part of the review aims to investigate the intricate connections and distinct applications of these educational paradigms within the domain of media, recognising their impact on the development, delivery, and consumption of educational content.

Pedagogy, traditionally rooted in a teacher-centric approach, has undergone transformative changes in response to the digital age. The integration of multimedia tools into pedagogical practices allows educators to employ interactive and visually stimulating methods, adapting to the preferences of

contemporary learners (Smith, 2010). The incorporation of pedagogy with media not only enhances engagement but also provides dynamic avenues for conveying information.

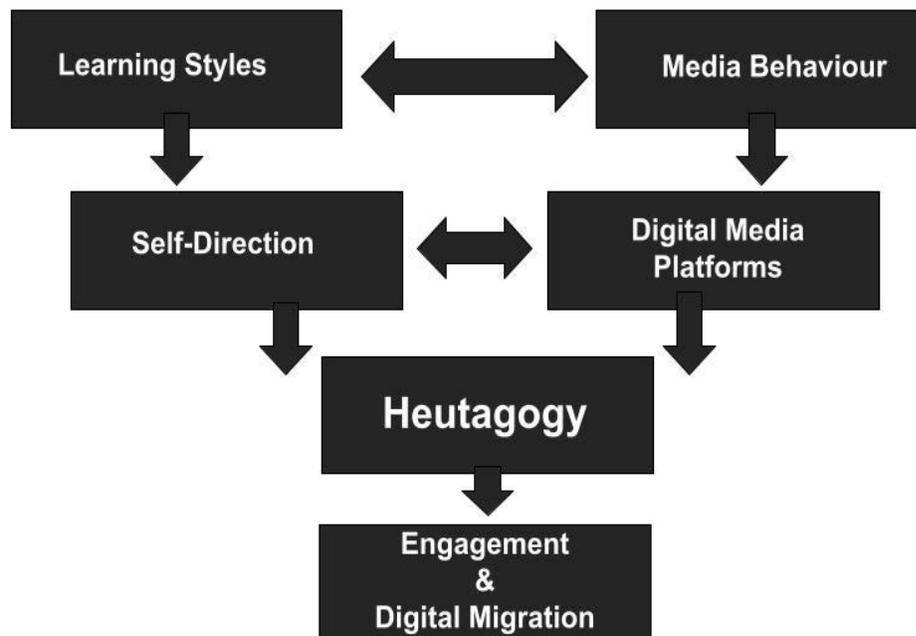
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Heutagogy, pushing the boundaries of learner autonomy, finds resonance in the participatory and

user-driven characteristics of contemporary media platforms. The notion, advanced by Hase and Kenyon (2007), of learners not only directing their learning but also influencing the curriculum and assessment, aligns with the democratizing influence of user-generated content and collaborative learning facilitated by media.

This exploration review to reveal how pedagogy, andragogy, and heutagogy intersect with and leverage media as an educational tool. By discerning the symbiotic relationship between these educational paradigms and media, educators and media professionals can cultivate more effective and engaging learning environments tailored to the diverse needs of their audiences.

## Systematically Reviewing Heutagogy and Digital Media



### a. PAL Continuum

An in-depth exploration of teaching and learning styles, prominently showcased in the Pedagogy, Andragogy, and Heutagogy Continuum. This academic exploration delves into Heutagogy's role as a sophisticated mediated-learning style within this continuum, investigating its underlying principles, applications, and consequences. Foundations of the Pedagogy, Andragogy, and Heutagogy Continuum: The continuum encompassing Pedagogy, Andragogy, and Heutagogy delineates a spectrum of instructional methods. Pedagogy, rooted in teacher-led guidance, transitions into Andragogy, which spotlights adult-oriented learning.

Ultimately, the continuum converges at Heutagogy, placing learners at the helm of their educational journey (Knowles, 1984). Heutagogy as an Advanced Mediated-Learning Style: Heutagogy, with its emphasis on learner autonomy and self-directed learning, assumes a distinctive form when blended with mediated learning. Blaschke (2012) observes that within the continuum, heutagogy evolves into an advanced mediated-learning style, utilizing technology and various media to enrich the learning experience. The Role of Mediated Learning in Heutagogy: Mediated learning, incorporating technology and diverse media, becomes an essential component in the heutagogical approach within the continuum.

Garrison and Anderson (2003) contend that technology facilitates personalized, authentic, and holistic learning experiences, aligning seamlessly with heutagogy's principles. Applications in Various Educational Settings: The integration of heutagogy as a sophisticated mediated-learning style spans diverse educational environments, ranging from traditional classrooms to online learning platforms. Blaschke (2014) underscores its versatility and effectiveness in nurturing critical thinking, self-directed learning, and instilling a sense of ownership among learners.

Consequences for Learner Outcomes: Heutagogy, particularly in a mediated context, carries consequences for learner outcomes. Engaging with technology and diverse media fosters the development of digital literacy and problem-solving skills among learners (Garrison & Kanuka, 2004). The heutagogical approach within the continuum enhances not only comprehension of subject matter but also the ability to navigate information in the digital age.

The interrelation of the continuum can be demonstrated based on their convergence and divergence as illustrated by Luckin et al., (2011).

- Andragogy, self-determined, single-loop learning, competency development, Linear design and learning approach is through an instructor-learner by direction and getting learners to learn content.
- Heutagogy, self-directed, double-loop learning, capability development, non-linear, dynamic, through designing and learning approach. It is learner directed, through getting learners to understand and co-create content.

Although Heutagogy remains a relatively niche concept compared to more mainstream educational theories, several scholars and researchers have made noteworthy contributions to the intersection of heutagogy and media. The prominent scholars in this dynamic fields according to the review of the literature are: Stewart Hase and Chris Kenyon, Widely acknowledged as the pioneers of heutagogical theory, Hase and Kenyon have profoundly influenced discussions on self-directed learning. Their seminal work, including the paper "Heutagogy: A Child of Complexity Theory," has played a significant role in shaping perspectives on autonomous learning.

Lisa Marie Blaschke, Renowned for her expertise in online collaborative learning, Blaschke has conducted extensive research on heutagogy and its application in digital environments. Her studies often examine the role of social media and digital tools in facilitating heutagogical practices. Fred Garnett, recognized for his insights into heutagogy and its relevance in the digital age, Garnett's writings frequently explore the intersections of heutagogy, pedagogy, and technology. He offers valuable perspectives on how digital media can support self-directed learning. Mark Weyers: Weyers has contributed significantly to discussions on self-directed learning and technology, particularly regarding the potential of digital media in enhancing heutagogical approaches. His research often focuses on practical implementations of heutagogy within digital learning contexts.

Finally, Stéphan Vincent-Lancrin: As an education analyst, Vincent-Lancrin has investigated the impact of digital technology on education. While not exclusively centred on heutagogy, his work frequently addresses the evolving dynamics of learning in the

digital era, offering valuable insights into the broader context of educational transformation.

The mediated-learning has undergone considerable transformations, prompting a re-evaluation of conventional pedagogical and andragogical methods. This review delves into heutagogy, an emerging educational paradigm spotlighting learner autonomy and self-directed learning, while also encompassing aspects of blended learning and the democratization of media.

#### **b. Blended Learning and Media Democratization**

In the age of blended learning, heutagogy seamlessly incorporates digital platforms, enabling the democratization of media and educational resources. This alignment fosters a dynamic learning milieu where individuals can interact with diverse content, adapting to their distinctive learning styles (Garrison & Kanuka, 2004).

#### **c. Independent Learning and Self-Directed Learning**

Heutagogy thrives on autonomous and self-directed learning, empowering learners to assume control of their educational journey. Research by Hase and Kenyon (2007) underscores the significance of learners actively engaging in goal setting, selecting methodologies, and reflecting on their progress.

#### **d. Motivation in Media Consumption and Skill Acquisition**

The democratization of media plays a crucial role in inspiring learners. Access to an extensive array of media resources not only sustains interest but also enhances skill acquisition. Studies by Lee and Lee (2014) demonstrate how diverse media sources contribute to sustained motivation in the learning process.

#### **e. Digital migration**

characterized by the widespread embrace of digital technologies, serves as a catalyst in reshaping media behaviour. The shift from conventional to digital media consumption has transformed how people access, engage with, and contribute to information and entertainment outlets (Newman, 2015). The most conspicuous alteration in media behaviour is the move from traditional to digital media consumption. As individuals increasingly depend on online platforms,

streaming services, and social media for information and entertainment, traditional media outlets witness changes in audience engagement and consumption patterns (Tandoc et al., 2018). Digital migration has instigated a paradigm shift towards more interactive and participatory forms of media engagement.

Media consumption has become more personalized with the advent of digital migration. Algorithmic recommendations on platforms like Netflix, YouTube, and social media customize content to individual preferences, creating a personalized media ecosystem that mirrors and reinforces users' interests (Pariser, 2011).

This review amalgamates diverse research strands on heutagogy, embedding it within the broader educational panorama. By incorporating keywords like pedagogy, andragogy, blended learning, media democratization, independent learning, self-directed learning, motivation, reflection, and self-efficacy, this comprehensive overview elucidates heutagogy's potential to reshape contemporary learning environments.

### **3. Research Objectives**

Aiming to address Heutagogy and behavioural change requires essentially a multifaceted approach. Media professionals need to critically examine and challenge the learning styles, understanding patterns of users' digital engagement, recognizing the diversity of individuals' experiences. Implementing guidelines that promote positive and inclusive mediated-learning style. This interdisciplinary aim is structured in a hope to trace the dynamic nature of digital media and ultimately find a pattern for self-efficacy.

### **4. Research Question**

#### **a. What are the affordances of Heutagogy and Digital Media, Engagement, Experience and Reflection?**

In tackling a multi-layered question, the research may correspond to several objectives for a cohesive respond. The research will investigate the level of user engagement with self-directed learning. Analyse the frequency of engagement and educational content creation, and reflections to explore the impact of

Heutagogy and the behavioural change which may lead to the digital migration.

1. Identification of prevalent themes of digital media consumption.
2. Assessment of sentiment associated with digital media and learning.
3. Understanding patterns of user engagement, indicating the content's influence on self-direction.
4. Formulate Insights into how the affordances to digital media content influences learner's self-efficacy.
5. Exploring the potentials of how digital media may a change the learner's trajectory.

## 5. Theoretical Framework

### a. Social Cognitive Theory

Developed by Albert Bandura, this theory has attracted significant attention in the field of Digital Media research due to its relevance in comprehending the intricate dynamics between individuals, technology, and social environments. SCT posits that individuals acquire knowledge through observation, imitation, modelling, emphasizing the influential role of social factors in shaping behaviour. In the digital media context, SCT offers a theoretical framework for examining how users gain, apply, and adapt new information, attitudes, and behaviours through online interactions. Bandura's notable studies (2001) underscore the applicability of SCT in understanding the influence of digital media on social learning, identity formation, and the establishment of online communities. The incorporation of SCT into Digital Media Research has the potential to enrich the comprehension of the interactions between self-directed learners and digital platforms, contributing to the development of effective strategies for digital media engagement and understanding potential trajectories.

### b. Social Cognitive Theory and Self-Directed Mediated Learning

SCT posits that individuals learn through observation, imitation, and modelling, with a central focus on the role of social influences in shaping behaviour (Bandura, 1986). This theoretical lens provides valuable insights into the cognitive and behavioural aspects of learning, making it applicable

to various educational contexts, including both traditional and digital media environments. Media Influence within Andragogy: In the realm of andragogy, which emphasizes adult-oriented learning, SCT becomes a lens through which we can understand the influence of media on adult learners. The theory highlights the significance of observation and modelling in the digital media landscape, shedding light on how adults actively engage with diverse media for autonomous knowledge acquisition (Bandura, 1986).

### c. Autonomy and Self-direction in Adult Learning

The concepts of autonomy and self-direction are integral to andragogy. SCT complements and enriches these principles by illustrating how adults actively observe, model, and learn from media sources, exercising their autonomy and self-direction in shaping their learning experiences (Knowles, 1984). Reflection in the Learning Process: Reflection is a key component of andragogy, fostering deeper understanding and meaning-making. SCT contributes to this aspect by highlighting how adults engage in reflective practices when exposed to media, contemplating and internalizing information to inform their ongoing learning journey (Brookfield, 1995).

Self-efficacy and Adult Learning in Media Environments: SCT places a significant emphasis on self-efficacy, the belief in one's capability to accomplish tasks. In the context of andragogy and media, Bandura's theory suggests that exposure to diverse media sources can enhance adults' self-efficacy, influencing their confidence in acquiring and applying new knowledge (Bandura, 1986).

Interconnection of Autonomy, Self-direction, Reflection, and Self-efficacy: The interconnection of autonomy, self-direction, reflection, and self-efficacy is a dynamic process within a framework (Marrie, 2023). Adult learners engaging with media exercise autonomy by selecting and directing their learning path. Reflection becomes a natural part of this process, influencing their self-efficacy as they gain confidence in their ability to navigate and learn from diverse media sources. Challenges and Considerations: While SCT provides valuable insights, challenges and considerations arise. Critics argue for a more nuanced understanding of the reciprocal interactions between individuals, media, and the broader socio-cultural

context, acknowledging the limitations of a solely cognitive approach (Livingstone, 2009).

**d. SCT as a Model**

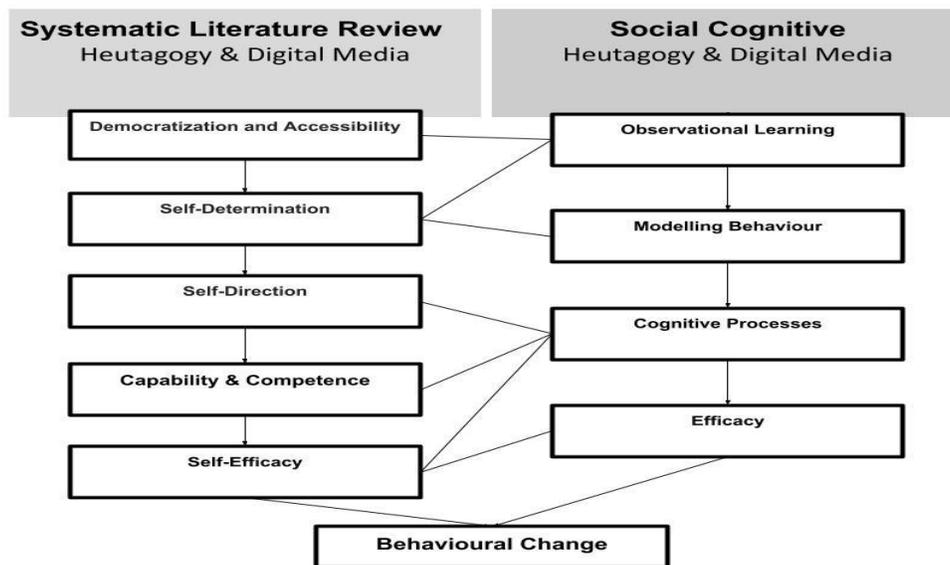
This academic model delves into the merging of Social Cognitive Theory (SCT) within the domains of media studies and andragogy. Placing emphasis on the interconnected dynamics of autonomy, self-direction, reflection, and self-efficacy, this model aims to offer insights into the complex interplay among individuals, media, and the processes of adult learning. Introduction: Social Cognitive Theory, crafted by Albert Bandura, stands as a foundational framework for understanding the cognitive and behavioural aspects of learning.

In the context of media and Heutagogy, SCT serves as a lens through which to interpret the dynamic interplay among individual learners, digital media, and the principles of adult- oriented education. Social Cognitive Theory Overview: SCT posits that individuals acquire knowledge through observation, imitation, and modelling, with a focus on the substantial role of social interactions in shaping behaviour (Bandura, 1986). This fundamental principle establishes the groundwork for exploring its

application within the context of media and andragogy.

Autonomy and Self-Direction in Andragogy: Andragogy, as proposed by Knowles (1984), underscores the significance of adult learners' autonomy and self-direction. SCT complements these principles by illustrating how adults actively observe, model, and learn from media sources, exercising their autonomy in shaping their learning experiences.

Observation and Modelling in Digital Media: The interconnected dynamics of SCT become apparent in the digital media landscape, where individuals actively participate in observing and imitating behaviours portrayed through online content. This facet influences not only their media consumption patterns but also their self-directed learning trajectories. In-text citation: (Bandura, 1986) Reflection and Meaning-Making in Andragogy: Reflection, a pivotal element of andragogy (Brookfield, 1995), aligns with SCT principles. Learners, exposed to diverse media content, engage in reflective practices, contemplating and internalizing information to inform their ongoing self-directed learning journey. (Brookfield, 1995; Bandura, 1986)



This model delves into the fusion of Social Cognitive Theory (SCT) within the heutagological framework, highlighting the correlation between social cognitive processes and the principles of self-directed learning. By exploring how SCT principles like observation, modelling, and self- efficacy

intertwine with heutagological concepts, the model aims to highlight the dynamic interactions shaping autonomous learning experiences.

The heutagological approach, centred on self-directed learning, gains depth through the amalgamation with SCT. This model seeks to elucidate

how social cognitive processes inherent in SCT enrich the autonomy, self-direction, reflection, and self-efficacy crucial to the heutagogical philosophy.

### **i. Social Cognitive Theory Principles in Heutagogy**

#### Observation and Modelling

SCT's emphasis on observational learning aligns with heutagogy's encouragement for learners to observe and model their learning processes based on personal goals and interests.

**Self-Efficacy and Autonomous Learning:** SCT's concept of self-efficacy resonates in heutagogy, influencing learners' confidence in guiding their learning journey. Exposure to diverse media and self-directed experiences contributes to heightened self-efficacy. (Bandura, 1986; Hase & Kenyon, 2007)

### **ii. Autonomy and Self-Direction in SCT and Heutagogy**

**Autonomy and SCT:** SCT's emphasis on individual agency seamlessly integrate into heutagogy, where learners exercise a high degree of autonomy in setting their learning goals, strategies, and evaluating their progress.

#### Self-Direction in Heutagogy

The principles of self-direction inherent in heutagogy align with SCT's focus on self-regulation. Learners actively engage in choosing their learning paths and methods, embodying SCT's emphasis on self-directed learning. In-text citation: (Bandura, 1986; Blaschke, 2012)

### **iii. Reflection and SCT in Heutagogy**

**a Reflective Practices in Heutagogy:** The reflective aspect in heutagogy, as emphasized by Hase and Kenyon (2007), aligns with SCT's view of cognitive processes. Learners, exposed to diverse media and self-directed experiences, engage in reflective practices to refine and enhance their learning strategies.

This model illustrates the symbiotic integration of SCT principles into heutagogy, showcasing how social cognitive processes enrich the autonomy, self-direction, reflection, and self-efficacy inherent in self-directed learning. The dynamic interplay within this integrated framework contributes to a comprehensive

understanding of the heutagogical approach to autonomous learning.

## **6. Methodology**

### **a. Qualitative data collection**

**The Significance of Qualitative Methodology, Specifically Semi-Structured Interviews, in Exploring Digital Media and Learning**

This paper delves into the importance of employing qualitative methodology, particularly semi-structured interviews, as a research approach to examine the complex relationship between digital media and learning.

This exploration underscores the relevance of qualitative methodology, particularly semi-structured interviews, in unraveling interactions between digital media and learning. **The Qualitative Advantage:** Qualitative research presents a unique advantage in uncovering the depth and richness of human experiences (Denzin & Lincoln, 2018).

**Semi-Structured Interviews: A Window into Perspectives.**

**Flexibility and Depth,** semi-structured interviews strike a balance between structure and flexibility, allowing researchers to explore predefined topics while delving into unexpected insights (Seidman, 2013). In the context of digital media and learning, this adaptability is crucial in capturing the evolving nature of technological interactions.

**Participant Engagement,** the interactive nature of semi-structured interviews fosters participant engagement, enabling researchers to delve into the lived experiences and perceptions of individuals navigating digital media for learning purposes (Kvale & Brinkmann, 2009).

**Exploring Learning Environments,** Semi-structured interviews prove particularly valuable in exploring the multifaceted nature of digital learning environments. Researchers can investigate how learners engage with various digital media, the challenges they encounter, and the strategies they employ in a personalized and context-rich manner (Patton, 2015).

Finally, the ethical considerations, semi-structured interviews, prioritize ethical considerations and participant empowerment (Merriam & Tisdell, 2016). In the context of digital media research, this ensures that participants' voices are heard, and their experiences are portrayed authentically (Merriam & Tisdell, 2016).

#### **b. Thematic Analysis of heutagogy and digital media**

The Objective of the thematic analysis was to identify and analyse recurring themes related to self-directed learning and digital media, within the understanding of SCT in observational learning, imitation, cognitive processing and modelling for behavioural change.

- Self-Determined Learning Empowering Learners
- Holistic Approach to Educational Journey
- Andragogy as Precursor to Heutagogy
- Integration of Educational Theories: Constructivism, Humanism, Capability, Connectivism, Systems Thinking, Complexity, Neuroscience
- Emphasis on Learner Agency
- Active Engagement in Learning Process
- Synergy with Digital Technologies and Social Media
- Heutagogy and learners motivations and sentiments
- Alignment with Learner-Centred and Net-Aware Teaching and Learning
- Role in Fostering Lifelong Learning Ecosystems through Digital Media

The coding of the interviews went in the following order.

#### **c. Axial Codes**

- Information Overload

Sub-codes: Content curation, Filtering information, Prioritizing information

- Cognitive Load and Learning Strategies

Sub-codes: Cognitive demands, Suitable learning strategies, Depth of comprehension

- Technology Reliability and Technical Issues

Sub-codes: Software malfunctions, Connectivity issues, Platform failures

- Limited Feedback Mechanisms

Sub-codes: Timely feedback, Constructive feedback, Self-assessment

- Cultural Sensitivity and Inclusivity

Sub-codes: Cultural variations, Diversity in content, Cultural relevance

- Time Management Challenges:

Sub-codes: Procrastination, Insufficient allocation of time, Distractions

- Evolution of Digital Tools

Sub-codes: Adaptation to new interfaces, Keeping pace with advancements

- Learner-Centred Pedagogies

Sub-codes: Self-efficacy, Self-determination, Self-regulated learning Alignment with Self-Efficacy and Self-Determination, autonomy, Motivation, Persistence

- Parallel Approaches

Sub-codes: Constructivism, Andragogy, Self-regulated learning

#### **d. Mapping Relationships and Contextual Analysis**

- The relationship between Information Overload and Cognitive Load highlights the cognitive challenges learners face when overwhelmed with information.
- Limited Feedback Mechanisms impact learners' ability to self-assess and adapt, influencing their engagement and motivation.
- Technology Reliability and Technical Issues disrupt the flow of self-directed learning, affecting learners' persistence and confidence. Cultural Sensitivity and Inclusivity are crucial for creating inclusive learning environments that cater to diverse learners' needs.
- Time Management Challenges and Evolution of Digital Tools require learners to develop adaptive strategies to navigate digital learning environments effectively. Learner-Centred Pedagogies emphasize learner autonomy and agency, aligning with principles of Self-Efficacy and Self-Determination Theory.

- Parallel Approaches underscore the interconnectedness of educational theories and their application in promoting self-directed learning.

Contextual analysis involves examining how these codes and relationships operate within the broader context of digital learning environments, pedagogical practices, and learner experiences. It also considers external factors such as cultural norms, technological advancements, and educational policies shaping the landscape of self-directed learning.

Although heutagogy and self-directed learning in digital media present numerous benefits, it's vital to recognize the inherent challenges and drawbacks. Understanding these themes is essential for learners to effectively navigate the complexities of self-directed learning and may explore the emergence of the frequent digit migration.

## 7. Analysis

### Information Overload

The vast array of information accessible through digital media has the potential to overwhelm learners, leading to information overload. While heutagogy encourages learners to navigate and curate their content, the absence of guidance may hinder individuals in filtering, prioritizing, and assessing the credibility of information, thus impeding the learning process (Fidel et al., 1999).

### Cognitive Load and Complexity

Heutagogy imposes a significant cognitive load on learners, as they must not only engage with the content but also determine the most suitable learning strategies. In digital media environments, where content can be intricate and multifaceted, learners may encounter challenges in managing cognitive demands, potentially limiting the depth of comprehension (Sweller, 1988).

### Technology Reliability and Technical Issues

Relying on digital media introduces a reliance on technology, exposing learners to technical issues such as software malfunctions, connectivity issues, or platform failures. These disruptions can disrupt the flow of self-directed learning, causing frustration and potentially derailing the learning process (Hodges et al., 2020).

### Limited Feedback Mechanisms

The decentralized nature of heutagogy may result in limited feedback mechanisms. Learners may lack timely and constructive feedback on their progress, hindering their ability to self-assess and adapt their learning strategies accordingly. Feedback plays a crucial role in refining understanding and skill development (Hattie & Timperley, 2007).

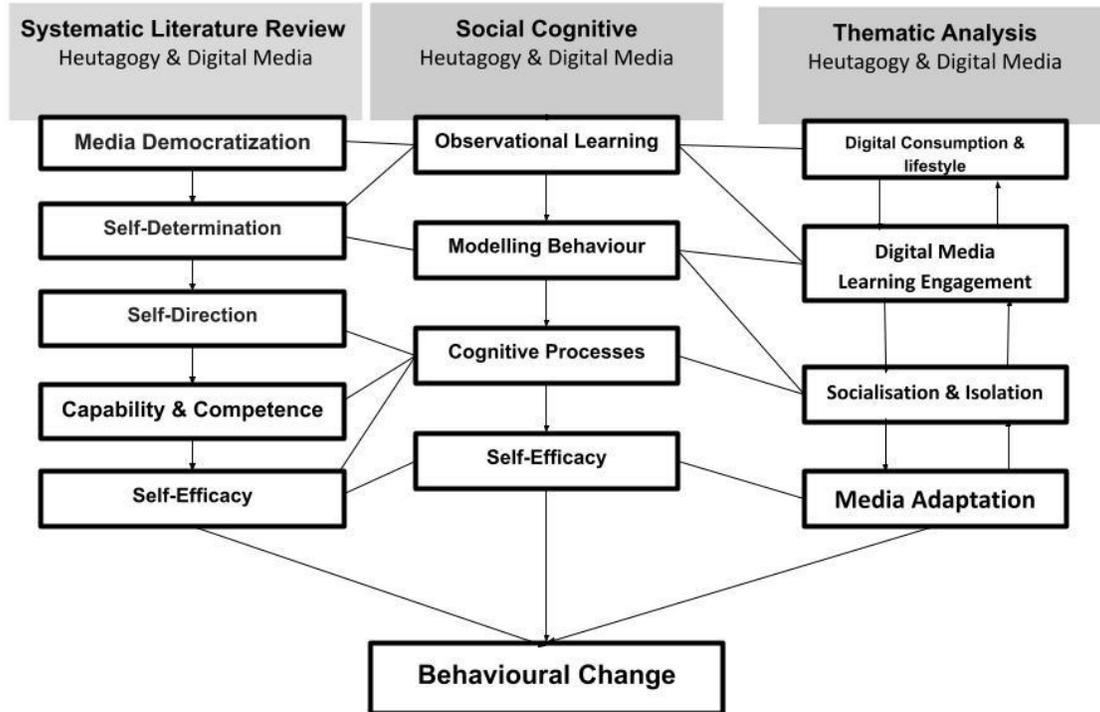
### Cultural Sensitivity and Diversity

Heutagogy assumes a universal approach to learning, yet the digital media landscape may not be culturally sensitive or inclusive. Cultural variations in learning preferences and expectations may lead to disparities in the effectiveness of self-directed learning approaches, particularly when digital media content lacks diversity and cultural relevance (Hofstede, 1980).

### Time Management Challenges

Heutagogy necessitates learners to effectively manage their time, establishing their learning goals and schedules. In digital environments abundant with distractions, learners may encounter difficulties in time management, resulting in procrastination or insufficient allocation of time to critical learning activities (Steel, 2007).

Evolution of Digital Tools: The rapid evolution of digital tools and platforms may pose challenges for learners who must continuously adapt to new interfaces, features, and functionalities. Keeping pace with technological advancements can be demanding, potentially diverting focus from learning content to the tools themselves (West, 2018).



## 8. Findings

A notable drawback of heutagogy is the potential lack of a structured learning path. While autonomy is pivotal, some learners may struggle without a clearly defined curriculum or learning plan.

The abundance of information in digital media can overwhelm learners who require more structured guidance. The absence of a predetermined learning path may induce feelings of uncertainty and impede the learning experience.

### Digital Literacy challenges

Heutagogical approaches often heavily rely on digital media tools and platforms. However, not all learners possess the same level of digital literacy. Certain individuals, particularly those from marginalized or underserved communities, may encounter barriers related to access, digital skills, or familiarity with online learning environments. This can contribute to a digital divide, limiting the inclusivity of heutagogical practices.

### Motivational Challenges

Self-directed learning places a substantial burden on learners to sustain their motivation and engagement. In digital environments abundant with distractions, learners may find it challenging to remain focused and disciplined. The absence of external accountability, characteristic of more traditional educational settings, could lead to procrastination and a decline in commitment to the learning process.

### Isolation and Limited Social Interaction

Heutagogy, especially when facilitated through digital media, may foster a sense of isolation among learners. The autonomy to chart one's learning path might result in reduced interaction with peers or instructors. Social interaction, a vital aspect of the learning journey, could be restricted, hindering collaborative learning opportunities and the exchange of diverse perspectives.

### Assessment Dilemmas

Assessing the efficacy of self-directed learning in a digital environment presents challenges. Conventional assessment methods may not align with

the fluid and diverse learning experiences that heutagogy promotes. Determining learners' success and providing meaningful feedback becomes more intricate, potentially impeding the recognition of acquired knowledge and skills.

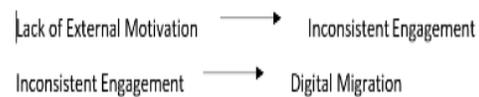
#### Unequal Access to Resources

Relying on digital media for self-directed learning assumes equal access to technology and online resources. However, socioeconomic disparities can limit some learners' access to high-quality devices, reliable internet connectivity, or relevant digital content. This inequality exacerbates existing educational disparities, posing a challenge to the inclusivity of heutagogy practices.

In summary, while heutagogy and self-directed learning in digital media themes of analysis offer considerable promise, acknowledging and mitigating these drawbacks is essential for fostering effective and

equitable learning experiences. Balancing autonomy with necessary support structures remains a critical consideration to discuss for optimizing the benefits of heutagogy approaches.

Self-directed learning on digital media necessitates motivation, often in the form of rewards to sustain engagement with the learning content. This finding explores the phenomenon of digital migration among the various digital platforms due to inconsistent engagement, potentially hindering learners' progress and the self-efficacy over time. The lack of external motivation underscores the compromised engagement observed among digital learners. This finding is evidence of compromised competence.



## Findings Heutagogy and Digital Media



### 9. Discussion

#### a. Learner-Centred Heutagogy

The increasing prominence of student-centred education has reignited interest in established educational pedagogies emphasizing learner agency. These include self-efficacy, self-determination, constructivism, and self-directed and self-regulated learning, forming the foundation of heutagogy, a concept centred on self-determined learning.

#### b. Self-Efficacy and digital media trajectory

Influencing Learner Behaviour Self-efficacy, as conceptualized by Bandura, plays a crucial role in shaping learner behaviour and development. Defined as the belief in one's ability to achieve specific outcomes, it significantly impacts learning behaviour, fostering intrinsic reinforcement and persistence. Heutagogy enhances self-efficacy by empowering learners through agency and autonomy.

### c. **Constructivism and Heutagogy**

Parallel Approaches Constructivism, emphasizing learners' progression from the known to the unknown, involves active and authentic learning. This learner-centred approach mirrors heutagogy, where instructors adopt a coaching role, guiding learners through exploration and inquiry to create meaning (Dron & Anderson, 2014).

### d. **Self-Regulated Learning**

Self-regulated learning focuses on learners' metacognitive, motivational, and behavioural activities in their learning process. While heutagogy incorporates elements of self-regulated learning, it distinguishes itself by emphasizing learners' active role in directing their learning trajectory and process it without external reinforcement.

### e. **The transformation of digital migration**

The conventional notion of digital migration has traditionally involved the movement from traditional media to digital platforms. However, this paper explores a new perspective challenge this understanding, highlighting a continual shift from one digital platform to another due to various factors such as evolving user preferences, technological advancements, and changing dynamics. Unlike the straightforward transition from traditional to digital media, this perspective underscores the dynamic nature of digital consumption patterns, where learners frequently explore and adopt new platforms while reducing engagement with existing ones.

One significant driver behind this trend is the lack of consistency and sustainability in digital platforms. With technology evolving rapidly and new platforms emerging, learners are presented with numerous options for accessing content and engaging with digital services. However, this abundance of choices also results in fragmented user experiences and diluted engagement as users navigate between different platforms in search of new features, content, and experiences.

Consequently, learners long-term engagement become increasingly challenging, with users showing a tendency to migrate to new platforms offering enhanced functionality, improved user experiences, or better alignment with their evolving preferences and interests. Understanding digital migration as an ongoing and fluid process highlights the importance

for digital content creators, platform developers, and marketers to adopt agile strategies that prioritize learners' engagement. Rather than viewing digital migration as a one-time event, it is rather a continuous phenomenon driven by dynamic shifts in learners' behaviour, technological innovation, and media dynamics. By embracing this perspective, digital media scholars and practitioners can adapt to the evolving digital landscape and position their competence for sustained success in an increasingly dynamic environment.

## **10. Conclusion**

Heutagogy, an innovative approach to instructional design, explores self-directed learning through a comprehensive method that empowers learners as the primary actors in their educational journey, shaped by personal experiences. Stemming from andragogy, heutagogy integrates diverse educational theories, such as constructivism, humanism, capability, connectivism, systems thinking, complexity, and neuroscience. With a focus on learner agency, it becomes a relevant framework for 21st-century learners and educators aspiring for active engagement in the learning process, particularly when combined with digital technologies, especially social media. This article outlines the principles of heutagogy, its alignment with learner-centred and net-aware teaching and learning, and its role in fostering lifelong learning ecosystems through digital media. Additionally, it introduces the pedagogy- andragogy-heutagogy (PAH) continuum, providing practical strategies to guide learners towards increased self-determination in their educational pursuits.

### **Competence in Heutagogy and Reduction in Digital Migration**

The delivery of personalised engaging content via digital platforms effectively addresses the diverse needs of learners. Collaborative Learning may enrich peer-to-peer engagement, fostering the development of teamwork and communication skills among digital learners. The collaborative nature as an affordance of digital platforms resonates with the foundational principles of effective heutagogy grounded in social cognitive theory.

The convergence of digital media in both Pedagogy and Andragogy and Heutagogy presents an opportunity for a consistent mediated digital learning continuum. By optimising on the competence of digital media, learners and educators can create a

bridge between traditional teaching methods and the self-directed learning via, digital media this may lead to consistent efficacy and reflection that may challenge the frequent digital migration.

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