



DIGITAL LEARNING IN THE CONTEXT OF HEUTAGOGICAL PERCEPTION AMONG B.ED. TRAINEES

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ABSTRACT

The Education 4.0 aims for the strengthening of digital education to cater the goals of Sustainable Development toward quality education. In order to make realization among the learners, at the very outset the perception on Heutagogic digital learning among all the stakeholders especially among the teachers are very vital in teaching- learning process. This quantitative research paper analyzed the perception of B.Ed. trainees of Rajiv Gandhi University toward Heutagogy in the context of digital learning. It has adopted descriptive- cum survey method wherein the sample in total consisted of 200 B.Ed. trainees out of which 92 B.Ed. trainees were selected by using stratified random sampling technique. The statistical techniques employed were Mean, S.D., and t- test and the investigators used self- developed perception scale on Heutagogy Approach in relation to Digital Learning. The findings showed that the Female B.Ed. Trainees in terms of Gender and Arts B.Ed. Trainees in terms of Stream were quite more perceptive in Heutagogy context of digital learning than the other counterparts.

Keywords: Heutagogy Approach, Digital Learning, B.Ed. Trainees.

INTRODUCTION

The rapid changes in the landscape of our education system that demands for inclusive and quality learning in order to provide lifelong learning skills in its most sustainable way hugely depends upon the self-determined digital intake of the mass learner. To meet this goals for more sustainable learning it is teacher who has an essential role in preparing learners to become a skilled personnel to cope in this ever ready transformative society. We know that India has emphasized digital education effectively from 2015 (*The Digital India Initiatives*) onwards since then, the perception among the stakeholders especially among the teachers have become more apparent with the sense of both favorable and unfavorable due to their individual experiences.

During the COVID- 19 pandemic, the question of digital self- learning flourished to exercise the independent access to learning that was supported worldwide. As one of the study conducted by Muslieah

Mustafa Kamal Educational Foundations et al., (2022) mentioned how during such unprecedented global situation the idea of digital self- learning assisted in the academic learning successfully.

The creation of the NEP 2020 in the part III of para 21 to 24 NEP, (2020) emphasized the integration of technology that paved the inquisitive urge to explore the digital responses among the researchers. The four pillars of NEP 2020 i.e., Access, Equity, Quality and Accountability emphasized the digital perspective among other elements for the holistic learning to cater the needs of today's technological demanding society. In this context the role of teacher needs to be upfront and to make realize them this importance, the attention towards the budding teacher is the most necessary agenda to shape their digital self- learning perspective. In order to provide right intrinsic motivation and self- efficacy towards right way of digital learning and its use even among today's generation, implanting a secure digital perception among every stake holder becomes our day to day necessity.

Therefore, this paper emphasizes the digital learning with its most emerging paradigm, "Heutagogy approach" wherein the researchers sought to identify, assess the heutagogic perception among the B.Ed. trainees so to put a light in the learner- centered and digital self- learning accessibility for wider interests.

The Meaning of "Heutagogy Approach"

The term "Heutagogy Approach" is nothing but "Self- Determined Learning approach", "Self- Driven Approach" which was developed by Stewart Hase and Chris Kenyon of South Cross University, Australia in 2000s. This instructional strategy and a paradigm came more apparently when many researchers such as Kenyon, Stewart Hase, (2013); Marie Blaschke, 2012; Chadwick, 2008 made a transformative study in the connection of life- long learning skills emphasizing digital education. The approach is rooted from Pedagogy and Andragogy. This new paradigm emphasize the idea to bring forth the innate inquisitive learning choices and autonomy in using digital technology to meet the learners' ability and interest so to boost their respective capability Biswas, (1946). In the recent times the Heutagogy approach has made a tremendous impact along with the use of digital technology in all levels of education as it aims for full-fledged learner- centred application and help enhance the creativity, critical thinking, problem solving and other collaborative skills among the teachers and learners which is immensely supported by the NEP 2020.

Importance of Digital Learning and Heutagogy Approach

The digital education today becomes a driving factor in our daily learning attitude. It has a very immense influence in our self- motivated and volunteered attitude of acquiring knowledge and skills which implies impact on self- determined learning approach or Heutagogy Approach in its technical version. Learning about digital technology, learning in digital technology and learning through digital technology has never been a new thing for every one of us. The importance of digital learning in the context of heutagogy approach has immersed more apparently due to its personalized way of learning and accessibility nature. This has highlighted the learners' learning styles through their own self- paced mode. As stated in United States 2010 project as mentioned in article Canter, (2012) entitled, "*Digital Learning now!*" showed that "*Digital learning has the potential to be a catalyst for transformational change in education*" and "...allows students to learn their own style at their own pace, which maximize their opportunity for success

in school and beyond.” In this concern, this empirical study has tried to enlightened the idea of finding out the heutagogy perception among a small group of B.Ed. trainees so to highlight its relevancy in the present context.

Statement of the Problem

The statement of the problem is stated as **“Digital Learning in the Context of Heutagogical Perception Among B.Ed. Trainees of Rajiv Gandhi University in the District of Papumpare, Arunachal Pradesh”**.

Objectives of the Study

The Objectives of the Study were;

- To find out the Heutagogical Perception in the context of Digital Learning among B.Ed. Trainees in terms of Gender.
- To compare the Heutagogical Perception in the context of Digital Learning among B.Ed. Trainees in terms of Discipline.

Hypotheses of the Study

Following are the hypotheses of the study given below;

- There is no significant difference the Heutagogical Perception between Male and Female B.Ed. Trainees in the context of Digital Learning.
- There is no significant difference in the Heutagogical Perception between Science and Arts B.Ed. Trainees in the context of Digital Learning.

Review of Literature

Nkuyubwatsi, (2016) has found that Heutagogic learning design in the context of digital collaboration can provide quality learning not just the skills acquisition but also in terms of capability development among the learners of Higher Education Institutions. Blaschke, (2021) it showed despite difficulty in implementing this approach a case study was found to be favourable among the learners in support of digital learning with regards to Heutagogy approach. Hase, (2009) mentioned a positive increase in learning enhancement when heutagogy approach is considered under an e-learning environment resulting into learners responsibilities towards learning activities and engage in solving various learning problems.

Nadelson et al., (2017) another in the findings of various researchers revealed that heutagogic activity happens every day in the form of personalized learning among the students due to the uses of social media. (Dogan, 2010) mentioned in the finding that teachers’ perception towards the digital use for learning purpose were quite favourable. Cochrane et al., (2012) in their finding revealed the effectiveness heutagogy towards ample learning engagement using digital technology for self- determined learner. Aboobaker & K.A, (2020) mentioned a positive impact towards digital learning and the learners interest and readiness in acquiring innovative learning behaviour.

Therefore, the reviews above intended to show the increasing tendency to use the digital technology in the most personalized way i.e., in a self- determined learning way or Heutagogy approach, along with the collaborative intention among the learners and the teachers of higher education institutions. Further, the

investigators found very rare research study in the areas of B.Ed. trainees in the context of Digital Heutagogic learning approach with this the following results in terms of chosen variables would further enlightened the study for future replication.

Methodology of the Study

Following are the methodology chosen to fulfil the research objectives;

- **Method**

In the present study, the researchers have adopted descriptive-cum- survey method to study the Heutagogical Perception in the Digital learning context among the B.Ed. Trainees.

- **Population**

The population consisted of 92 B.Ed. Trainees out of the total 200 B.Ed. Trainees in the Department of Education across the Rajiv Gandhi University, Papumpare District, Arunachal Pradesh.

- **Sample and Sampling**

The sample of the study has been collected from the Department of Education, Rajiv Gandhi University by adopting random sampling technique. The data have been collected by taking prior permission from the HoD. Later, during the academic session the tool was administered. It consisted of 92 Nos. of sample further, which it was categorised in terms of gender and discipline of the study out of the total population.

- **Tools used**

A self- developed standardized tool of “**Perception Scale on Accessibility, Effectiveness, Awareness and Operational Interventions toward Heutagogy Approach in Digital Learning Context**” was used for collecting data. The scale followed Likert technique of 3-point scale with alternatives ranging from; Agree (A), Disagree (DA) and Uncertain (Un) respectively. The scale consisted of four dimensions namely Accessibility, Effectiveness, Awareness and Operational Intervention with total sixteen statements. This self- developed tool was standardized with the suggestion of subject and measurement experts. Later, administered among the sample after its reliability and validity testing.

Data Analysis

The data were systematically analyzed using appropriate statistical technique of Mean, Standard Deviation and t- test.

Calculated t- value formula:

$$'t' \text{ value} = \frac{|M_1 - M_2|}{SE_D},$$

where $M = \text{Mean}$

$SE_D = \text{Standard Error of Difference}$

Results and Discussion

Objective I: To find out the Heutagogical Perception in the context of Digital Learning among B.Ed. Trainees in terms of Gender.

Hypothesis I: There is no significant difference the Heutagogical Perception between Male and Female B.Ed. Trainees in the context of Digital Learning.

Table No. I: Comparison between Male and Female B.Ed. Trainees.

Gender	N	M	S.D.	SE _D	df	Calculated t- value	t- value	Remark
Male	46	25.70	5.30	1.003	90	0.3900	1.99 at 0.05 level	P< 1.99 Not significant
Female	46	26.09	4.27					

Interpretation of the Data:

The **Table No. 1** depicts that the computed t- value came out to be 0.3900 and the criterion t- value (1.99) with df 90 at 0.05 level of significance. Since, the computed t- value 0.3900 is less than the table t- value 1.99 at 0.05 level of significant. Hence, the null hypothesis, “There is no significant difference in the Heutagogical Perception between of Male and Female B.Ed. Trainees in the Context of Digital Learning” is accepted. This indicated that the Heutagogical Perception in the context of digital learning among B.Ed. trainees in terms of gender is found to be favourable and do not carry differences. However, so far the mean score is concerned Female B.Ed. trainees were a bit more perceptive and comprehensive of Heutagogy approach with respect to digital learning than the Male B.Ed. trainees. The scores showed 26.09 for Female and 25.70 for Male respectively.

Objective II: To compare the Heutagogical Perception in the context of Digital Learning among B.Ed. Trainees in terms of Discipline.

Hypothesis II: There is no significant difference in the Heutagogical Perception between Science and Arts B.Ed. Trainees in the context of Digital Learning.

Table No. II: Comparison between Arts and Science B.Ed. Trainees.

Gender	N	M	S.D.	SE _D	df	Calculated t- value	Table t- value	Remark
Arts	46	26.24	4.50	1.035	86	0.9211	1.99 at 0.05 level	P< 1.99 Not significant
Science	42	25.29	5.21					

*The investigator did not include commerce B.Ed. trainees in above the Table No. II comparison study.

Interpretation of the Data:

The **Table No. II** depicts that the computed t- value came out to be 0.9211 and the criterion t- value (1.99) with df 86 at 0.05 level of significance. Since, the computed t- value 0.9211 is less than the table t- value 1.99 at 0.05 level of significant. Hence, the null hypothesis, “There is no significant difference in the Heutagogical Perception between Science and Arts B.Ed. Trainees in the context of Digital Learning.” is accepted. This indicated that the Heutagogical Perception in the context of digital learning among B.Ed. trainees in terms of stream wise is found to be favourable and do not carry differences. However, so far the

mean score is concerned Arts B.Ed. trainees are more perceptive and comprehensive of Heutagogy approach with respect to digital learning than the Science B.Ed. trainees. The scores showed 26.24 for Arts B.Ed. Trainees and 25.29 for Science B.Ed. Trainees respectively.

The following discussion of the study is based on the results and interpretation of data found.

The purpose of this study was to explore the Heutagogical Perception in the Context of Digital Learning among the B.Ed. Trainees. The findings in the first objective revealed much favorable among all the B.Ed. Trainees towards Heutagogical Perception in the Context of Digital Learning yet female trainees were somewhat more perceptive than the male trainees this finding is supported by Muthuprasad et al., (2021) over the emphasize of structured online classes yet flexible learning approach as heutagogy approach during COVID- 19 has made learner motivated engage among themselves. It further showed 56.0% of female to be more receptive of heutagogical perception in the context of online learning than their male counterpart. More research findings of Rusli et al., (2020) supported this study where the perception of online learning in Heutagogy context were very positive and encouraging.

Another in the second objective findings, it revealed that the Arts B.Ed. Trainees were a bit more favourable than the Science B.Ed. Trainees this study is in perceptual alignment with the findings of Akyildiz, (2019) that showed 52.5% positive towards the use of Heutagogy approach as instructional strategy in the context of Digital Learning despite the unfamiliarity with the term besides their area of learning is often concerned with universal and practical learning and testing. In the context of more receptive of Digital heutagogy approach among Arts B.Ed. Trainees might be that they are more indulged in the self- creative learning and writing which incline them towards the better comprehension of Heutagogy approach or Self- Determined Learning via Digital use than their Science counterparts. Moreover, in the results of Muslieah Mustafa Kamal Educational Foundations et al., (2022) of Islamic Education Teacher has supported and mentioned quite engaged and collaborative effect among the Arts learners. Therefore, their perception towards Heutagogy approach in digital learning context found to be very favorable.

Overall in the findings of Stoszkowski et al., (2018) Heutagogy Approach enables an individual learner to become more conscious towards self- determination, direction, sense of individual learning responsibility in acquiring skills that sustains throughout their life in which digital access to learning plays a vital role that actually assist in motivating them toward self- improvement.

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Conclusion

From the above study it is concluded that all the B.Ed. Trainees have reasonably positive perception in the context Digital Heutagogy Approach despite a bit differences were sought among gender and stream wise separately. Further, the term itself is quite new among the trainees yet they could able to comprehend and connect among themselves. This instructional approach is one of the most relevant paradigm in the present context where the necessary skills like self- determination, learning how to learn, critical thinking, creativity, double loop learning, metacognition, competency- based learning etc holds to sustain the future skills. Moreover, the technological intervention has become quite prevalent for which accessing anything have become the primary source of self- learning and improvement. Therefore. Every stakeholder must realize this paradigm as one of the most important approach toward independent learning as it assists in acquiring 21st century skills that aligned with the goal 4th of Sustainable Development of quality education emphasized by NEP 2020.

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