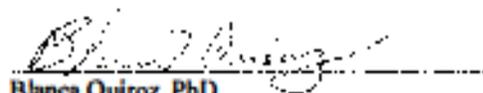


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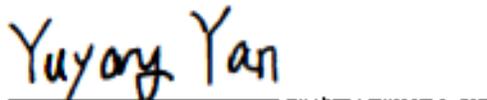
This dissertation, THE USE OF PEDAGOGICAL, ANDRAGOGICAL, AND HEUTAGOGICAL LEARNING PRINCIPLES IN UNDERGRADUATE HUMANITIES COURSES: AN EXAMINATION OF STUDENT AND FACULTY PERCEPTIONS, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.



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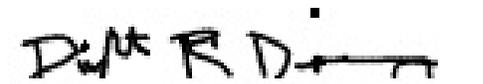


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THE USE OF PEDAGOGICAL, ANDRAGOGICAL, AND HEUTAGOGICAL LEARNING
PRINCIPLES IN UNDERGRADUATE HUMANITIES COURSES: AN EXAMINATION OF
STUDENT AND FACULTY PERCEPTIONS

by

Elizabeth Cottrell Alpert

A Dissertation

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ABSTRACT

This study examined how students and faculty perceived the use of pedagogy, andragogy, and heutagogy in undergraduate humanities courses. Humanities courses, in particular at small, liberal arts institutions, are underrepresented in research about perceptions of learning and teaching. Participants in this study were undergraduate students and faculty at a small, private liberal arts university. Student participants were given one survey about their perceptions of their learning environment and another survey about their attitudes and approaches to learning and studying. Faculty participants were given one survey about their perceptions of learner-centered beliefs and attitudes; the second survey asked about their orientation to teaching. Responses were coded to correspond to principles along the pedagogy-andragogy-heutagogy (PAH) continuum. Results suggested that student and faculty perceptions of the level of pedagogical, andragogical, and heutagogical principles and strategies in undergraduate humanities courses are similar. Students reported positive perceptions of their experiences with teaching and learning; they also demonstrated balanced, yet deep approaches to studying and learning. Faculty members reported beliefs that tend to be learner-centered and focused on conceptual change over information transfer. These results are discussed in terms of application of the PAH continuum to expand teaching and learning opportunities and promoting the self-efficacy and capability of humanities undergraduates.

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According to Aristotle, educating the mind without educating the heart is no education at all. I believe that we are all a part of something larger than ourselves, and when we recognize the community that supports, encourages, and challenges us, we benefit enormously from their wisdom.

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CHAPTER 1: INTRODUCTION

Statement of the Problem

Traditional undergraduates are not always independent, autonomous students with a high degree of self-efficacy. The responsibilities of learners and teachers exist along a continuum as they learn from each other through interactions. Pedagogical principles are influenced by behaviorism (White, 2000) and place the responsibility on the teacher for determining what is learned, when it is learned, and how it is learned (Knowles et al., 2011). Andragogy, influenced by constructivism, features increased student autonomy as evidenced by increased self-directed learning (Knowles et al., 2011). Heutagogy is also influenced by constructivism. Heutagogy is typified by self-determined learning; students are the primary initiator, motivator, and assessors of their learning (Blaschke, 2012). Principles from all of these theories are utilized at the university level (Blaschke, 2012; Connor, 2006-2021; Knowles et al., 2011).

Teaching theories tend to be geared toward child learners (pedagogy) or a mixture of pedagogy and adult learning theory (andragogy). Self-determined learning (heutagogy) is the learning mindset that educators refer to when they mention life-long learning. Traditional undergraduates, as emerging adults, have educational needs that can be addressed using a combination of pedagogical, andragogical, and heutagogical principles among individuals or across content. A match between the student's needs and the teaching principles used by the teacher is most desirable for optimal student support. When students have both their educational and psychosocial needs met, they tend to be more engaged, academically successful, and more likely to persist through graduation (Caruth, 2018).

The extent to which faculty and students perceive the use of the educational principles of pedagogy, andragogy, and heutagogy in undergraduate education is unclear. This study addresses

this gap in literature and the need to study this phenomenon by gathering information on the perceptions and experiences of students and faculty in the college of humanities at a small, Christian liberal-arts university in southern California. Heim and Holt (2018) conducted a study that compared faculty and student perceptions of learner-centeredness. The researchers found that student and faculty perceptions generally do not agree, but also indicated the need to conduct a study in a different discipline. The researchers also recommended future work include qualitative interviews to provide an additional dimension to the data collected (Heim & Holt, 2018). Uiboleht et al. (2018) conducted research in three courses to identify how instructor approaches to teaching and the perceptions of undergraduate business administration students regarding the teaching-learning environment (TLE) are related. The researchers acknowledged that expanding the number of courses surveyed and researched in other disciplines would provide additional data to better understand and interpret their findings.

In addition to the learning environment and perceptions of teacher- and learner-centeredness, engagement in the learning process itself is an integral part of understanding how students and faculty perceive educational principles. In their field study on flow and performance among business management undergraduates, Guo et al. (2019) recommended further study to investigate what role the collective experience of students interacting while in a state of flow has in creating a positive learning environment. In addition, the instructor experience should also be taken into account (Guo et al., 2019). Chiu and Cheng (2017) conducted quantitative research into student perceptions of active learning classrooms (ALCs). Their research supported implementation of active learning communities, but they admitted that qualitative research in the form of focus groups or individual interviews could reveal and describe the strengths and

weaknesses of an ALC in student learning. Student and faculty perceptions examined in this study will include different aspects of active learning impact on teaching and learning.

Goodlad et al. (2018) compared student and faculty perceptions of academic achievement, behavior during classroom activities, and social interaction. Their work focused on students in learning communities, which are similar to cohort designs in that a group of students work closely with each other and their professors while taking two or more courses that are linked together (Goodlad et al., 2018). The researchers noted that although research has focused on comparing student and faculty perceptions or the dynamics of learning communities, there was no research that addressed their particular focus. Although not a formal learning community, the study site features a low student-professor ratio which means that many students move through their declared majors as a *de facto* cohort and often work with the same professors, thereby creating an informal learning community. This study will add to findings about student and faculty perceptions in an informal learning community.

Purpose of the Study

The purpose of this quantitative survey study is to examine the perceptions of humanities faculty members and undergraduate humanities students in regard to pedagogical, andragogical, and heutagogical learning principles used at the undergraduate level. Research has shown faculty and student perceptions of learner centeredness in the biological sciences do not agree (Heim & Holt, 2018), but the researchers stated a need to conduct research in a different discipline. Research among undergraduate business students yielded findings that could indicate a relationship between how instructors approach teaching and how students perceived their learning environment (Uiboleht et al., 2018). These researchers also recommended surveys and research be conducted in other disciplines to better frame their findings. Goodlad et al.'s (2018)

research into student and faculty perceptions of academic achievement, behavior, and social interaction in learning communities yielded some good insight into the aspects of learning and the learning environment not connected to educational principles. The review of the literature suggests a gap in research that could be narrowed or filled by surveying and interpreting data from faculty and undergraduate students in humanities-related disciplines. This study will address this gap in the literature and the need to study this phenomenon by gathering information on the perceptions and experiences of students and faculty in the college of humanities at a small, Christian liberal-arts university.

This study will help to narrow the current knowledge gap that contributes to an ongoing separation of faculty expectations and student experiences. Course designers, teaching faculty, and students will benefit from data that will improve and direct course designs and teaching strategies in ways that will promote student autonomy and self-determined learning by the end of the undergraduate experience.

Research Questions

RQ1: Do undergraduate humanities students find their learning experiences to be pedagogical, andragogical, or heutagogical in nature based on their self-reported learning experiences and learning environments?

RQ2: Do undergraduate humanities faculty consider their instruction to be predominantly pedagogical, andragogical, or heutagogical based on their self-reported attitudes of teacher-centered and learner-centered viewpoints?

Theoretical Framework

Behaviorism, as a learning theory, has its roots in 20th century psychology, most notably in the work of John Watson and BF Skinner. The behaviorist educator looks for learners to

respond to some kind of external stimuli, which would demonstrate learning has taken place. In contrast, constructivists espouse the notion that all students construct their own knowledge, meaning they actively participate in the learning process during which they connect with and seek to understand concepts via their own experiences (Boghossian, 2006). Although there are features of behaviorism and constructivism along the spectrum from pedagogy to heutagogy, pedagogical principles and strategies tend to be based more on behaviorism whereas a heutagogical approach tends to be more constructivist in nature.

Significance of the Study

Undergraduate humanities faculty need to be aware of the educational systems in which their undergraduates have learned not only content, but educational mindset and learning habits as well. The importance of including appropriate teaching and learning principles in undergraduate education is clear. Students who experience a variety of learning experiences become more aware of how they best learn and are more equipped to manage academic challenges. Even more significantly, these students will be empowered to determine and manage their educational and learning needs in a way that leads to lifelong learning (du Toit-Brits & van Zyl, 2017).

Undergraduates are emerging adults who perceive themselves to be in transition from adolescence to fully-mature adults (Arnett, 2000). As such, these students can be described in different ways. Knowles (1989) discussed some of the social and psychological assumptions that come into conflict with learners who are no longer children. According to a social definition, adults are individuals who perform adult roles. Psychologically, adults are individuals who possess an adult self-concept that is based on personal responsibility and self-direction. It is this definition that Knowles (1989) acknowledged as integral to learning. These criteria can be

addressed only as a matter of degree, but what complicates an educational definition of adulthood is that the role of student is often equated to the role of child or youth. Houle (as cited in Knowles et al., 2011) proposed three ways adult learners are oriented: goals, activity, and learning. Goal-oriented learners use education as the means to accomplish fairly straightforward objectives, while physical aspects of education and learning are important objectives to activity-oriented learners who do not necessarily need a connection between the learning activities and the content or purpose of the activities. On the other hand, the learning-oriented adult learner pursues learning for its own sake; Houle wrote that learning-oriented adult learners have been “engrossed” in learning for most of their lives (Knowles et al., 2011). Although many faculties may assume their undergraduates will be learning-oriented, they may find the majority of their students to be goal-oriented or activity-oriented. Furthermore, students may possess multiple orientations to learning depending upon subject matter, context, future goals, or other factors. Understanding student perceptions of teaching and learning will strengthen course content and delivery in such a way as to empower these students to move into a learning-oriented mindset of education.

Definition of Terms

The following terms are defined to help the reader understand the context of each term used in this study:

Andragogy: Malcom Knowles popularized the learning principle that pertains to adult learners and emphasizes self-directed learning. Called *andragogy*, this way of teaching and learning addresses adult learners as accountable for their decisions and takes into account their need to learn experientially and be able to immediately apply what they have learned. Andragogy focuses more on the process of learning than it does on the content to be learned (Culatta, 2020).

Behaviorism: Behaviorism is a predominantly 20th century learning theory that casts the student in a passive role, responding to external forces. Student behaviors receive positive or negative reinforcement in the form of rewards, grades, or punishment. Behaviorists seek evidence of learning through changed behavior, such as the mastery of a discrete set of facts or data. (Learning Theories, 2020).

Constructivism: Constructivism is a learning theory that proposes students construct their own knowledge through their own experiences and reflection on those experiences. Learning occurs when students connect new concepts and information to what they already have learned, i.e., their experiences. Students are active participants in the acquisition and processing of new knowledge (Educational Broadcasting Corporation, 2004).

Engagement: Student engagement refers to the extent to which learners demonstrate attention, interest, and curiosity to what they are being taught. Engagement is linked to motivation to learn and persist in education until graduation or completion of a level. The concept of engagement is based on the belief that students who are inspired and interested learn more than those learners who lack passion and interest (Great Schools Partnership, 2016).

Heutagogy: Heutagogy is an extension of andragogy in that the student progresses from self-directed learning to self-determined learning. The learner now chooses what to learn, how to learn it, what resources are needed for learning, and what outcome is desired (Hase & Kenyon, 2001). As it applies to classroom instruction, it is the management of learners.

Pedagogy: Pedagogy can refer to multiple concepts. In its most narrow sense, it is literally the leading or teaching of children (Greek *paidos*=child; *agogos*=leader). Pedagogy more broadly refers to the principles and methods of instruction (Vocabulary.com). It is these

two senses of the word that this study uses the term *pedagogy*: the principle and methods of instruction for teaching children.

Student-centered Learning: Student-centered learning refers to the environment and methods in which the emphasis is placed on learner responsibility and participation. Topics are chosen due to their relevance of the lives, needs, and interest of learners. In student-centered environments, learners are actively engaged in the learning experience by creating and connecting to knowledge (Teaching Excellent in Adult Literacy, 2010).

Summary

This study sought to understand the ways that undergraduate humanities students and faculty perceived learning experiences and instruction using a quantitative descriptive survey design. Previous studies have examined engagement, motivation, and undergraduate perceptions of learning experiences in the sciences and business, but there is a knowledge gap of what these perceptions are in the humanities, as well as how student and faculty perceptions compare. Chapter 2 reviews the literature on learning principles and connections to engagement, motivation, and student-centered learning. Research design and specific details of how the study was conducted are presented in Chapter 3. Research result are provided and review in Chapter 4; an interpretation of the findings follows in Chapter 5.

CHAPTER 2: REVIEW OF LITERATURE

As society moves forward in the 21st century, new sociological demographics help further define traditional undergraduates. These students, typically ages 18-25, occupy a place that is no longer that of a child or adolescent but also a place that is not yet adulthood. Teaching methodologies geared toward the education of children are not always appropriate for this demographic. Likewise, teaching methodologies directed toward mature adults are not always appropriate. Higher education institutions that consider the elements of child and adult learning theories will be more able to engage and effectively educate emerging adult students.

Emerging adults have educational needs that correspond to pedagogical, andragogical, and heutagogical theories of learning. Teaching from a purely pedagogical standpoint fails to acknowledge the agency and emerging self-directedness of undergraduates, particularly those who are closer to graduation. Students in their first or second year of higher education may not receive enough scaffolded support to be successful in a course designed solely upon andragogical or heutagogical principles. Students whose educational and psychosocial needs are met tend to be more engaged, academically successful, and likely to complete their programs and graduate (Caruth, 2018).

This literature review will discuss the principles of pedagogy and andragogy, heutagogy, and both faculty and student perceptions of each principle. This study will further advance educational research and higher education instruction by helping educators in tertiary education to evaluate their expectations, syllabi, and course designs in terms of the strengths and needs of emerging adults, as well as how elements of pedagogy, andragogy, and heutagogy can meet these needs and capitalize on student strengths.

This study will be focused on the perceptions that humanities faculty and students have regarding their teaching or learning experiences related to different educational principles. As new teaching and learning innovations and strategies are implemented in undergraduate instruction, it is important for faculty to understand how these innovations and strategies fit into the predominant educational paradigms and how to best incorporate them into their course designs and teaching environments. Understanding student perceptions of teaching and learning principles will assist faculty in their efforts to design and target instruction to be meaningful, relevant, and developmentally appropriate for students in their courses.

Context

The course performance of undergraduates is influenced by the ways in which they conceptualize their learning, and the participation of learners in their own learning increases when they are empowered to be facilitators of their learning (TEAL, 2010). Upon graduation, high school seniors have left a system in which only half of students feel engaged in school, one fifth are actively disengaged, and ten percent are identified as discouraged and disengaged (Brenneman, 2016). Many students are misidentified as being engaged because they are compliant (Dal Santo, 2018). Students bring their learning habits from secondary school to their undergraduate experience and must unlearn their passive habits and over-reliance on teachers in order to become successful (Connor, 2006-2021).

Conceptual Framework

Behaviorism and Constructivism

Behaviorism has its origin in the 20th century psychological works of John Watson and B. F. Skinner. The behaviorist educator looks for learners to respond to some kind of external stimuli, which would demonstrate learning has taken place. Strengthening and maintaining the

connection between the stimulus and response is the long-term goal (Clark, 2018a) and reinforced by, among other things, assigning grades (Boghossian, 2006). Behaviorism is based upon observable behavior; therefore, this learning theory does not emphasize mental activity since it cannot be directly observed. As a result, students are assigned the role of an unreflective responder (Boghossian, 2006) and the instructor plays the central role in the learning process (Clark, 2018a). Learning experiences that are connected to behaviorism include lecture, fact recall, defining concepts, participation in rote learning exercises including drill and practice, and the use of rewards and punishment (Clark, 2018a).

In contrast, constructivists support the theory that all students construct their own knowledge. This means that students must actively participate in order to connect with and understand concepts through the lens their own experiences (Boghossian, 2006). A central component of constructivism is the recognition of the role experience plays in the learning process and the role of the instructor as a facilitator, mentor, or guide. Discovery learning, promoted by Jerome Bruner, is based on constructivist approaches first promoted by Montessori, Piaget, Dewey, and other Progressivists. Discovery learning casts students in an active role by uncovering concepts and participating in discussions about their observations. Lev Vygotsky's social development theory is a foundational component of constructivism as a learning theory. Vygotsky's work focused on the social aspects of learning, stating that social interactions, particularly with the "more knowledgeable other," promotes a deeper understanding of concepts. Central to Vygotsky's social development theory is the concept of ZPD (zone of proximal development), defined as the level of understanding that learners work most effectively with scaffolding, or support from more knowledgeable others. Advocates of constructivism include among its benefits increased active engagement, greater motivation, emphasis on problem-

solving and critical thinking, and emphasis on autonomy and responsibility (Clark, 2018b).

Constructivist theory is the foundation of student-centered learning (SCL), learning experiences that require students to “process, interpret, and refine meaning and understanding based on individual experiences” (Lee & Hannafin, 2016, p. 710). Typical learning experiences include problem-based learning, project-based learning, case-based learning, and inquiry learning (Lee & Hannafin, 2016).

Pedagogy and Andragogy

Pedagogy, the art and science of teaching children, is based on assumptions about teaching and learning that first developed during the Middle Ages. This learning principle was later implemented in the United States at the primary, secondary, and university levels (Connor, 2006-2021). In this framework, complete control and responsibility belongs to the teacher for deciding what will be learned by the students, how and when the students will learn it, and whether it was learned (Knowles et al., 2011). This framework is influenced by behaviorism (White, 2000) and grounded in the belief that children are empty vessels and passive receptors of knowledge bestowed upon them by responsible adults (Gehring, 2000). The pedagogical principle is characterized by four assumptions. Learners are dependent upon teachers and the experience of the teacher, textbook, and other instructional materials. A standard curriculum is used to present information that is approved by an agency or board as a social representative. Finally, pedagogy is predicated upon teaching today what students will use in the future. Immediate application is not a primary consideration (Beder & Carrera, 1988). For these reasons, there is an emphasis on rote memory, structured settings, and explicit, direct instruction in pedagogical learning environments (Gehring, 2000).

The theory of andragogy was introduced in the 1970s by Malcom Knowles. Knowles

sought to distinguish the orientations and motivations for adult learning from those of children. In contrast to pedagogy, andragogy includes pedagogical principles (Knowles et al., 2011). Andragogy acknowledges the characteristics of adults that differentiate them from children and, in turn, affect their learning. Knowles (1989) discussed some of the social and psychological assumptions that come into conflict with learners who are no longer children. Socially, individuals who perform adult roles are considered adults. Psychologically, adults are individuals who possess an adult self-concept based on personal responsibility and self-direction. It is the latter definition that Knowles (1989) acknowledged as integral to learning.

These criteria can be addressed only as a matter of degree, but what complicates an educational definition of adulthood is that the role of student is often equated to the role of child or youth. Houle (as cited in Knowles et al., 2011) proposed three ways adult learners are oriented: goals, activity, and learning. Goal-oriented learners use education as the means to accomplish fairly straightforward objective. The act of education and learning is important to activity-oriented learners. These adult learners do not necessarily need a connection between the learning activities and the content or purpose of the activities. The learning-oriented adult learner pursues learning for its own sake; Houle wrote that these learners have been “engrossed” in learning for most of their lives (Knowles et al., 2011).

Knowles et al. (2011) asserted that pedagogy is an ideological framework and is inherently exclusive of andragogical concepts, placing learners in a submissive role in their learning. Although Knowles is recognized as a primary authority on andragogy, not all educators agree with this claim. The following table contrasts the main components of pedagogy and andragogy.

Table 1. 1*Comparison of Pedagogical and Andragogical Principles*

Principle	Pedagogy	Andragogy
Needing to know	Children need to learn what the teacher teaches in order to earn passing marks and earn promotion to the next grade level. The younger the children, the less they need to know how what they are learning applies to their lives (Knowles, 1989, Knowles et al., 2011).	Adult learners need to know the what, how, and why of their learning. These learners must have a rationale for putting forth the time and effort into learning. Raising awareness of the learners' <i>need to know</i> (Knowles et al., 2011) and connecting prior knowledge and experiences to new knowledge (McDonough, 2014) help adult learners understand the value of new knowledge and its application to real-life situations.
Self-concept	Children depend on the teacher's perception of them as students in order to form their identity as a student. They also rely on the teacher for the choices of what to learn and the ways they will learn those things (Knowles, 1989). This area is one of the greatest distinctions between child learners and adult learners because children develop dependent identity whereas adults have a different self-concept. The need for people to become more self-directed in terms of what and how they learn, as well as their readiness to learn, increases with age (Knowles et al., 2011). Thus, there is a need to promote self-direction and agency as students grow older and demonstrate readiness to become more autonomous.	Adult learners are self-directed and autonomous. Learners who are self-directed learn more, learn better, and are more proactive than their passively engaged counterparts. They are characterized by increased motivation and purpose (McDonough, 2014) and feel responsible for their learning choices (Knowles, 1989). Even though adult learners may become resentful of their instructors' attempts to impose their wills upon them (Knowles, 1989), Knowles et al. (2011) noted that many adults revert to a more passive, dependent state when they enter an educational experience. Thus, it is critical to create relationships and experiences that promote and support a transition from dependent to autonomous learning.
The importance of experience	Young learners bring relatively little or no life experience to their learning. Consequently, the experiences that matter are those of the teacher, the author of the textbook, and other educational authorities (Knowles, 1989). For this reason, pedagogy emphasizes transmission of information via lecture, assigned	Adult learners bring life experience to learning. These students have a greater amount of life experience, as well as a different quality of life experience, than do children. This means that adult learners bring rich, varied resources to the learning environment (Knowles et al., 2011) which influence the way they learn and can be a valuable resource in

	readings, and the like (Knowles et al, 2011).	their colleagues' learning process (Knowles, 1989). The relationship between the teacher and adult learners, then, should be characterized by respect and egalitarianism (McDonough, 2014), taking care to ensure their experiences are not devalued, which is perceived by adult learners as being devalued as an individual (Knowles et al., 2011).
Readiness to learn	As dependent learners, children become ready to learn when they are informed that they must learn. The teacher tells them what they must learn in order to be passed and promoted, which is the catalyst for learning to begin (Knowles, 1989).	Adults learn best when they can immediately apply their learning. Adult learners are practical and prioritize learning that will be useful professionally or personally over learning that may not seem directly applicable. When adult learners perceive gaining knowledge as valuable, they are more motivated to learn (McDonough, 2014). Active engagement (McDonough, 2014) and using real-life situations as a context for presenting new learning (Knowles et al., 2011).
Orientation to learning	Students compartmentalize their learning into subject categories (Knowles, 1989). They equate learning with mastering subject-specific content. As a result, learning experiences are organized according to specific content in a certain subject area (Knowles et al., 2011).	Adult learners view learning as problem-solving. They are goal-oriented and participate in learning experiences to change skills, behaviors, attitudes, or knowledge (McDonough, 2014). They expect this learning to help them cope with challenges, deal with problems, or perform duties that they will encounter in their lives. Thus, adult learners have a problem-centered, task-centered, or life-centered orientation to learning that involves some part of their social roles (Knowles et al., 2011; McDonough, 2014).

Andragogical Course Design and Strategies

The expectations of adult learners are connected to respect. According to Bourdeaux and Schoenack (2016), clarity, respect, and an intentionally planned course design were among the most common student expectations. Adult students do not have time to waste and experienced positive learning outcomes when the instructor communicated effectively and empowered them to be more self-directed. These behaviors demonstrated to the adult learners that the professors respect them. In addition, students preferred active participation in the course, the instructor's willingness to consider student input when developing the course content, and teaching methods that connected current learning and real-life experiences, which are all andragogical approaches.

Self-directed learning promotes increased feelings of ownership and accountability in the learning process, supporting the capability of students and faculty to use diverse strategies and methods in their learning. Furthermore, self-directed learning promotes self-advocacy, encourages creative problem-solving, and develops communication skills while demanding that faculty and students be approachable, accessible, and open-minded (du Toit-Brits, 2019). Katsara and De Witte (2019) found that self-directed learning strengthened the relationship between faculty and students, specifically in such a way that adult learners valued the mutual relationship they established with the course instructor.

It is critically important to remember that students need guidance and support in order to participate actively and effectively in self-directed learning activities (duToit-Brits, 2019). One strategy to support students transitioning to self-directed learning is to guide the students without determining what the outcome should be for the students. Faculty should also promote autonomy whenever possible, such as permitting freedom of pace and student choice of content and assessment (Katsara & De Witte, 2019).

Blakemore and Howard (2015) implemented an experience-based learning course in research training for social work students. The researchers believed that this andragogically-designed course would help mitigate student anxiety about working with research methodologies. This course recognized and used students' existing knowledge by engaging them in the authentic experience of conducting and analyzing research. Moreover, students reported greater self-efficacy in applying research skills and an increased interest in research. Students also remarked upon the significance of working with current practitioners and organizations, citing the opportunity to experience the reality that social workers routinely employ research to solve problems, find practical solutions, and gather information that helps them establish connections with clients and colleagues.

Heutagogy

Heutagogy may be an increasingly effective learning approach in the twenty-first century (Hase & Kenyon, 2001) and the next step in educational theory (Halupa, 2015). To that end, Abraham and Koattil (2017) support a paradigm shift from pedagogy to andragogy to also include heutagogy. Heutagogy is self-determined learning (Hase & Kenyon, 2001) and views learning as an active and proactive process in which learners are the primary movers in their learning (Blaschke, 2012). Heutagogy builds on the self-directed component of andragogy and introduces self-determined learning as its primary goal. Self-efficacy, or knowing how to learn and continuously reflecting on the learning process, empowers learners to perform more productively in the current social and economic landscape (Abraham & Koattil, 2017). Success with self-directed learning is important to effective self-determined learning because heutagogy builds on the acquisition of skills and knowledge by focusing also on capability and the ability to question one's assumptions and values (Hase & Kenyon, 2001).

Heutagogy has the potential to be more transformative than pedagogy or andragogy alone. The principles of this potentially transformative learning framework are four-fold: knowing how to learn, maintaining focus on the learning process rather than content, understanding that learning goes beyond a specific discipline, and realizing that learning occurs through self-chosen and self-directed action. Other concepts, such as capability, action learning, reflection, experience, and interaction with others, also play important roles. The capability principle that is central to heutagogy involves knowing how to learn, being creative, possessing self-efficacy, working well with others, and using knowledge and skills in new and unfamiliar situations. Following these principles empower instructors to support students to develop skills in various literacies that will help them to use their knowledge to create new concepts based on experience and personal views (Halupa, 2015).

Heutagogical Course Design and Strategies

Blaschke (2012) makes several recommendations pertaining to course design. First, a heutagogical course design includes learning contracts, flexible curriculum, learner-directed questions, and flexible, negotiated assessment. Learning contracts should be learner-defined, meaning that the learners determine the scope of the course, the learning activities and approaches, what will be assessed, and how it will be assessed. This learning contract makes a flexible curriculum possible. In a flexible curriculum, learners experience action learning and determine the upper level to which they will perform, as opposed to choosing a minimum to complete (Blaschke, 2012). The instructor may provide the resources, but the learner determines the design of the course with support and input from the instructor (Hase & Kenyon, 2001). Some learning activities students may engage in include action research and reflective journaling. The use of learner-directed questions requires learners to evaluate course content and

material prior to creating their questions. These questions can then result in discussions that can promote learning, clarify ideas, and encourage personal and group reflection. Flexible, negotiated assessments, both formative and summative, as defined by the learner have been linked to improved learning motivation and engagement (Blaschke, 2012).

Instructors who follow Chickering and Gamson's (1999) good practices in undergraduate education are well-equipped to facilitate self-determined learning. Good undergraduate instructors: encourage student-faculty contact, support cooperation among students, promote active learning, provide prompt feedback, emphasizes time on task, communicate high expectations, and respect diverse talents and ways of learning. They remain student centered by soliciting and implementing student input and allow students choices in assignments (Wright, 2011).

Review of Research and Methodological Literature

Motivation

A pedagogical approach is most appropriate for students who are predominantly extrinsically motivated (Knowles, 1989). External motivators, such as grades, parental pressure, the approval of teacher, and rewards, provide learners with the motivation they need (Knowles et al., 2011). Pew (2007) cautioned that applying pedagogical methods in situations that require an andragogical approach could undermine student motivation by creating unsustainable motivational principles for lifelong learners. In higher education, the pedagogical emphasis on the transmission of knowledge places the burden of responsibility for motivation on the professor, who then spends the bulk of class time motivation and encouraging (Pew, 2007).

Generally, adult learners are intrinsically motivated. McDonough (2014) found that adult learners have intrinsic and extrinsic factors that impact their motivation: (a) learning as its own

reward and to satisfy a curious mind, (b) an escape from the daily routine or other tedium, (c) gaining new knowledge to benefit the community or serve the greater good, (d) maintaining skills or developing and/or adapting to new skills, (e) needing to create new social relationships and friendships, (f) personal advancement in their employment, and (g) fulfilling an expectation or directive from an authority to participate in new learning.

Even though adults respond to external motivation, internal motivations are more powerful (Knowles et al., 2011). Adult learners understand that their learning depends on their autonomy and initiative (Bin Kadir et al., 2016). Pew (2007) asserted that faculty does not have the responsibility to motivate students, but instead supports student motivation as part of facilitating the learning process. As a result, professors who employ andragogical methods and principles spend more time teaching and facilitating. In addition, professors who demonstrate care, had a high degree of clarity, and developed sound course designs best support student learning and motivation (Bordeaux & Schoenack, 2016).

Engagement

Barkely (as cited in McDonough, 2014) defined *engagement* as “the product of motivation and active learning” and further noted that engagement is “a product rather than a sum because it will not occur if either element is missing” (p. 10). Caruth (2014) claimed that higher education fails to fulfill its purpose to teach adult learners effectively when it does not employ principles of andragogy. As part of a six-point plan for engagement, Caruth (2014) emphasized facilitating students’ ability to learn how to learn increases student engagement and retention. Additionally, strong connections between students and instructors positively impact engagement. Students value qualities of the instructor such as knowledge and academic integrity, but the most significant finding in the researcher’s study was that an overwhelming majority

(84%) of students highly value the qualities connected to how instructors interact with students. Likewise, students believe that peer involvement is an important component of engagements, as well as their connection to the course, teaching strategies, and learning environment (Haug et al., 2019).

Johnson (2014) implemented a version of appreciative inquiry, which was renamed appreciative andragogy. The researcher found that this principle positively affected the relationship between students and instructors, the instructors felt more connected to students since they acted as mentors, and that student performance increased. In appreciative andragogy, the instructor consciously recognizes and refers to students' experiences, interests, and goals; this was linked to students' positive perceptions of learning and the class. Students believed their efforts and contributions were valued, which increased both motivation and engagement. Adults who are a part of the learning process participate in heightened critical thinking and reflection, both of which are important components of the appreciative andragogy process.

Adult learners are more engaged when given control and some choice in the learning process. One way to accomplish this is to use an authentic, individualized curriculum that is connected to the learner's interests (McDonough, 2014). Self-directed learning, one of the core principles of andragogy, occurs when students take responsibility for their own learning needs and satisfies them (Caruth, 2014). Although self-directed learning originates from the individual's motivation and initiative, it is not a solitary enterprise. Effective self-directed learning takes place in collaboration with teachers, peers, and mentors (Caruth, 2014).

Student and Faculty Perceptions

Although student and faculty perceptions are based on differing sets of experiences and expectations, it is beneficial to analyze the ways in which they are related and differ. In fact, the perceptions of students toward a class or learning in general is central to motivation (Goodlad et al., 2018). Uiboleht et al. (2018) found that undergraduate student and professor perceptions of the teaching-learning environment were most closely aligned in courses that were learning-focused, in contrast to courses that were content-focused or instructor-focused. On professor believed this alignment occurs when the course is designed “so students could construct, apply, and discuss knowledge” (Uiboleht et al., 2018). The ways in which students perceive the professor and the subject matter is closely related to their ability to achieve a state of flow in the learning process (Guo et al, 2019). This supports earlier research cited by Guo et al. (2019), that demonstrates a positive relationship between the individual and group performance on tasks and flow.

Of importance to note is that student perceptions are not biased by their academic achievement (Chiu & Cheng, 2016). The researchers surveyed over 35,000 undergraduates regarding their perceptions of in-class learning experiences, the level of encouragement they received to be creative and innovative, and the support they received to think critically. The qualitative findings from this study supported the quantitative data collected by Chiu and Cheng (2016) which demonstrated students at all levels of academic achievement reported positive perceptions of active learning experiences. In a related study, Gioiosa and Kinkela (2019) surveyed upper and lower division accounting classes regarding their perceptions of learning activities in their accounting classes. Both lower division and upper division students report

positive perceptions of their learning experiences in relation to strengthening their self-confidence and oral communication skills (Gioiosa & Kinkela, 2019).

Goodlad et al. (2018) articulated two important concepts to remember when comparing and analyzing faculty and student perceptions. First, they remind researchers that faculty and student perceptions are neither necessarily objective nor aligned; even so, their perceptions deeply affect the effectiveness of learning and teaching (Goodlad et al., 2018, p. 131). Taking that into consideration, the researchers continued, comparing the perceptions of students and faculty provides important, valuable information that can be used to improve teaching training, retention of staff, as well as developing and analyzing teaching practices (Goodlad et al., 2018, p. 131, 138).

Active Learning

Active learning is a teaching method or strategy that engages the student in the learning process (Gioiosa & Kinkela, 2019). In order to enhance student learning, some colleges and universities have instituted active learning classrooms (ALCs), learning spaces designed and dedicated to classes that are based upon this principle (Chiu & Cheng, 2016). An ALC is not a requirement for active learning since strategies like team-based learning, cooperative learning, peer learning, flipped classrooms, and the like have been employed in traditional and online courses (Chiu & Cheng, 2016). Chiu and Cheng (2016) reviewed the documented positive effects of active learning, which include enhanced student engagement, changing learning attitude, improving self-efficacy, and encouraging interaction among students and between students and faculty. The researchers' study demonstrated that in addition to these benefits, student creativity and innovation were supported, and active learning strategies benefitted students at all level of academic achievement (Chiu & Cheng, 2016). Gioiosa and Kinkela (2019)

confirmed this finding, adding that students also valued active learning and that active learning positively impacted students' perceptions of learning.

Active learning strategies are not necessarily connected to a particular principle of learning; however, they tend to be used more often as focus on student-centeredness increases along the pedagogy-andragogy-heutagogy continuum. Active learning strategies include:

- Students designing their own degree plans
- Students and professors creating learning contracts
- Engaging in role-play and simulations
- Discussing practical on-the-job experiences with current professionals
- Small-group and whole-class discussion with individual reflections
- Experiential learning
- Self-assessment and peer evaluation
- Learning at one's own pace
- Opportunities for dialogue among students
- Choice in selection of assessment or work products
- Use of case studies and problem-solving groups

(Stephen, 2012; Caruth, 2014).

Review of Methodological Issues

Existing research contains a central methodological issue regarding a lack of qualitative data collection from the humanities. Heim and Holt (2018) called for qualitative research on the alignment of student and faculty perceptions of engagement and learner-centered instruction in other disciplines. Multiple studies deal with business students (Guo et al., 2019; Uiboleht et al., 2018; Dachner & Polin, 2016; White, 2000), but only a few focuses on students in general

education (Chiu & Cheng, 2016) or the liberal arts (Goodlad et al., 2018). As a result, focused attention on students in the humanities is necessary and appropriate for this study.

A review of the studies presented indicate a reliance on surveys in both quantitative and mixed-methods studies. Heim and Holt (2018) utilized a number of surveys and presented a quantitative analysis of their findings; however, they recommended qualitative interviews to support the quantitative findings. Goodlad et al. (2018) completed a balanced mixed-methods study on student and faculty perceptions using different instruments and found that the qualitative and quantitative data both indicated no significant difference between faculty and student responses. Some studies provided brief student responses, but a scant number featured a variety of semi-structured interview responses from a wide range of students.

One strength demonstrated by the research is the variety of survey instruments that were used to gather data. Some of the instruments used were:

- Revised 2 Factor Study Process Questionnaire (R-SPQ-2F) (Heim & Holt, 2018)
- Shortened Experiences of Teaching and Learning (SETLQ) (Heim & Holt, 2018)
- Assessment of Learner-Centered Practices (ALCP) (Heim & Holt, 2018)
- Teaching and Learning Questionnaire (TLQ) (Chiu & Cheng, 2016)
- National Survey of Student Engagement (NSSE) (Rabourn et al., 2018)

Other survey instruments were created by the researcher or the institution where the research took place. The variety of survey instruments strengthen the quantitative claims and will be useful in creating qualitative criteria to be used in surveys and interviews.

Synthesis of Research Findings

Close examination of the literature review has suggested that pedagogy, andragogy, and heutagogy are the educational principles utilized in higher education (Blaschke, 2012; Connor, 2006-2021; Knowles, 1989; Knowles et al., 2011; White, 2000). However, there is no accepted generalization of which principles, in whole or in part, best meet the learning needs of undergraduates. Exploring the best ways to include pedagogical, andragogical, and heutagogical aspects of teaching and learning will enable faculty to better meet the needs of all learners and utilize effective instructional strategies based on learning objectives and experiences.

Students have been surveyed about engagement (Caruth, 2014; McDonough, 2014); motivation, (McDonough, 2014; Pew, 2007), and experiences regarding specific learning strategies (Chiu & Cheng, 2016; Goodlad et al, 2018; Guo et al., 2019; Uibeoleht et al., 2018). Heim and Holt (2018) investigated the alignment of the perceptions of students and faculty regarding learner-centered instructional practices and experiences among biological science undergraduates. No studies to date, however, have sought to explore the alignment of humanities student and faculty perceptions of their learning experiences in relation to these educational principles. As a result, faculty expectations and student experiences continue to differ widely; course designs fail to meaningfully address or promote students' needs for pedagogical structure and support, increased autonomy and transition to self-determined learning by the end of the undergraduate experience. This study will address the alignment of these perceptions among faculty and students in the humanities.

Experience and Readiness

American culture and institutions have an impact on the ability of children and adolescents to learn and practice self-direction. As a result, expectations for students who are in

the transition phase of emerging adulthood to be self-directed learners may be not only unrealistic, but detrimental to the learning process as well:

The problem is that the culture does not nurture the development of the abilities required for self-direction, while the increasing need for self-direction continues to develop organically. The result is the growing gap between the need and the ability to be self-directing; which can produce tension, resistance, resentment, and often rebellion in the individual. (Knowles et al., 2011, p. 61)

Not all students have the same set of life experiences and learning opportunities. Higher education students bring their life experiences with them to the learning environment. Those who have a minimal foundation in a subject or are accustomed to others being responsible for their learning and motivation will be most comfortable in a pedagogical environment (Pew, 2007). On the other hand, students who can negotiate adult peer relationships and take initiative in their learning will thrive in an andragogical or heutagogical environment (Blaschke, 2012; Pew, 2007). This study will examine student and faculty perceptions regarding the balance of pedagogical and andragogical principles present in their undergraduate teaching and learning experiences, which could be further researched to determine connections to future success in self-determined learning experiences, which typically occur at the graduate level.

Instructor Biases

Instructor biases can also play a part in incorrectly applying pedagogical, andragogical, and heutagogical techniques. The maturity level, not only physical attributes, of individuals and the class as a whole must be considered when planning instruction. Some students are not mentally prepared to work with certain types of instructional delivery or learning experiences, irrespective of their appearance or chronological age. Consequently, using a variety of

pedagogical and andragogical techniques may help them achieve their learning goals (Stephen, 2012). As previously discussed, there is a progression of maturity in learning from pedagogical assumptions, such as goal-oriented learning and activity-oriented learning to a more learning-oriented, andragogical position.

Active Learning in Educational Methodologies

Whenham (2020) discussed reasons colleges should implement active learning experiences. Active learning helps students develop the collaborative skills they need to be successful in the 21st century workplace (Whenham, 2020). Encouraging students to take more risks (Caruth, 2014; Chiu & Cheng, 2016; Stephen, 2012; Whenham, 2020) and requiring critical thinking is transformative (Mezirow, 1991) by exposing students to new viewpoints, requiring them to defend their own positions, challenging their presumptions, and recognizing leaps of logic (Whenham, 2020). Active learning increases student engagement and motivation (Chiu & Cheng, 2016) by requiring preparation for class (Whenham, 2020), increasing interaction between students and faculty (Stephen 2012; Chiu and Cheng, 2016), creating deeper understanding of content (Whenham, 2020), and involving students in autonomous, authentic decisions about their learning (Caruth, 2014; Stephen, 2012). Creativity, self-efficacy, and problem-solving are fostered and grow as a result of active learning (Chiu & Cheng, 2016; Whenham, 2020).

Summary of and Commentary on Previous Research

This literature review demonstrated unity among the researchers who examined three educational theories-pedagogy, andragogy, and heutagogy-in their use of guiding principles that best describe that theory (Blaschke, 2012; Knowles, 1989; Knowles et al., 2011). Researchers

also reported on or further emphasized the positive relationship between motivation, engagement, and active learning approaches (du Toit-Brits, 2019; Gioisa & Kinkela, 2019; Katsara & De Witte, 2019; McDonough, 2014). Researchers used different methodologies, such as surveys, questionnaires, interviews, and observation to study students' self-reported experiences and perceptions of engagement, motivation, learner-centered educational experiences, and instructional strategies, as well as faculty's perceptions of student motivation, engagement, and participation. These study designs were applied to research in a variety of disciplines, most commonly business (Gioisa & Kinkela, 2019; Haug et al., 2019), the sciences (Heim & Holt, 2018), corrections (Stephen, 2012), and general studies ranging from religious instruction to education (Bin Kadir et al., 2016; Bollinger, 2018; Chiu & Cheng, 2016; Moore, 2010; Yin & Ke, 2017). The disciplines researched touched on most departments, save the humanities, which raised questions to examine the diversity and focus of courses in these study designs to measure the alignment of faculty and student perceptions of educational principles in the undergraduate domain of higher learning. This study will address this gap in the literature by gathering information from students and faculty in the field of humanities.

Summary

This literature review summarizes the foundations of three educational theories—pedagogy, andragogy, heutagogy—in conjunction with student and faculty perceptions of how they are incorporated in the higher education classroom. This literature review presented findings which indicate that most traditional undergraduates are emerging adults; they still rely on and need some aspects of pedagogy but are ready for more andragogical and heutagogical approaches to learning. The conceptual framework section explored what concepts compose each principle and provides a case for incorporating elements of each principle at the undergraduate

level. The simultaneous disparity between these principles and the continuum of learning maturity among them, along with student and faculty perceptions of their various aspects, provided the evidence needed to frame this study.

The rationale for this literature review is based on the lack of research of the perceptions of these educational principles among students and faculty of the humanities. Consequently, there is sufficient reason that research and analysis of these perceptions would lead to findings that will lead to improved course design and teaching methods for undergraduates. Chapter 3 will describe the methods used to gather and analyze student and faculty perceptions of pedagogical, andragogical, and heutagogical education principles. Surveys, questionnaires, and interviews will document the perceptions of both groups and indicate areas in which faculty expectations and student experiences align and areas in which they diverge. This research will not only indicate the alignment of faculty expectations and student experiences, but will also provide insight into how faculty and students have experienced the teaching and learning experience.

CHAPTER 3: METHODOLOGY

The differences among faculty and student perceptions of educational pedagogy, andragogy, and heutagogy used in undergraduate instruction have received little attention in research. Although many faculty members may believe their students are ready for self-directed or self-determined learning, they may find the majority of their students may need pedagogical support. Understanding student perceptions of teaching and learning will strengthen course content delivery in such a way as to empower these students to move toward a learning-oriented mindset and support them in their development as life-long learners. This chapter describes the steps taken in this study to learn about the participants' teaching and learning experiences and present a strategic plan to collect and analyze data. The chapter also addresses any ethical concerns and includes expected findings, measures of validity, and description of the instruments to be used to carry out this survey study. I collected and analyzed data that explain findings about how faculty and undergraduate humanities students perceive the use of pedagogical, andragogical, and heutagogical educational principles.

Research Design and Rationale

Professional experience as a K-12 educator led me to choose survey design for this study. I have studied and striven to implement best practices for academic learning, socio-emotional learning, and assessment in grades 5-12 over a period of 20 years. Over the years, I have reflected on whether the experiences designed for students to increase collaboration, independence, and autonomy while providing modeling, structure, and scaffolding were perceived by the students to be empowering and supportive. The method will allow me to collect, present, and utilize data to contribute to the body of knowledge regarding best practices in educational principles. Researchers of other quantitative methods seek to determine a

relationship between the variable or groups in their studies or attempt to establish causality. Survey design allows the researcher to gather data about multiple groups of people in a non-experimental setting. I have drawn conclusions from this study that are generalizable to the population represented by the sample surveyed. Advantages of this design are that it conforms to a limited time in which to gather data, and the surveys can be issued, completed, and returned quickly by a large sample simultaneously.

I used quantitative methodology to gather data and examine the patterns of perceptions between students and faculty members in humanities' courses (Hasa, 2016). Although qualitative methods could gather similar information, the process takes more time and effort and it is more difficult to recruit a large sample. Limitations in sample size and standardized instruments could result in personal and subjective interpretations of the experience (Hasa, 2016). Instead, I gathered data via highly structured collection methods from a larger population than a qualitative study would use. The collected data was used to address the research questions posed in Chapter 1. I did not manipulate variables or conduct experimental research, and the goal is to study the association between the variables in a large sample, so that the findings can be potentially generalized to a larger population (Creswell, 2014). Therefore, survey design will best accomplish these goals. The survey research design will also feature tables and visuals to organize data in such a way that patterns can be observed when the data is analyzed.

I anticipated that the findings of this study would complement the findings of Heim and Holt (2018). As discussed in Chapter 2, the researchers recommended that students and faculty in a non-science discipline be studied to determine if the perceptions of those faculty and students align more closely than their study or if, similar to their study, their perceptions generally disagree. In addition, the findings of this study will add to Goodlad et al.'s (2018) research into

student and faculty perceptions of academic achievement, behavior, and social interaction in learning communities. Including the perceptions of the use of educational principles will be instructive to course designers and instructors as they consider how best to engage students, promote autonomy, and encourage self-directed learning.

Study Organization

Much research has been done on pedagogical and andragogical principles and applications; due to its more recent development, heutagogy has not been researched as deeply. This study addresses the gap in literature and the need to consider faculty and student perceptions of teaching and learning principles in the humanities at the undergraduate level. The main research site was a small, Christian liberal-arts university in southern California with a wide variety of humanities courses, which addresses Heim and Holt's (2018) call for comparing faculty and student perceptions in a field other than biological sciences.

This quantitative study used established research and survey tools that were used with students and faculty currently or previously enrolled in undergraduate humanities courses at a small, private, non-profit liberal arts university in southern California. The survey questions were based upon principles and learning experiences from pedagogical, andragogical, and heutagogical paradigms as reflected by students' perceptions of their learning environments and faculty members' self-reported beliefs about the role of conceptual change in teaching and learner-centered beliefs. The goal was to better understand whether faculty expectations and instructional designs are experienced by students in the way the faculty had envisioned and expected. This information is critical for driving departmental and institutional course and program development, as well as identify areas for professional development or student intervention.

Setting and Participants

Two variables were used for this study: the perception of educational principles by (a) undergraduate humanities students and (b) undergraduate humanities professors. Academic disciplines that qualitatively study the human experience constitute the humanities. Even though authorities may disagree on which subjects are always considered a part of the humanities, they exclude disciplines in the sciences and mathematics. The National Endowment for the Humanities include the following disciplines as part of the humanities: modern and classical languages; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religions; and ethics, the history, criticism, and theory of the arts (Learn.org, 2020). Undergraduate students can be described as students ages 18-23 who attend college immediately or very soon after they graduate from high school; these students usually have the freedom to be enrolled full-time and participate in college activities (Best Value Schools, 2020). Faculty members include tenured, full-time non-tenured, and adjunct instructors who teach undergraduate courses in the above-mentioned humanities disciplines.

The target population for this study was humanities undergraduate students and faculty members teaching those courses at the same small, Christian liberal-arts university in southern California. Students were (a) undergraduates ages 18-29, (b) enrolled in at least one humanities course during the term surveyed, and (c) full-time students. Faculty members surveyed were (a) undergraduate faculty, (b) teaching at least one humanities course during the term surveyed, and (c) permanent or resident faculty. Undergraduate ages 30+ were excluded from the surveys since they are older than the emerging adult demographic.

Sampling Procedures

Since small, non-profit Christian liberal arts universities have few humanities undergraduates and faculty than its large state university counterparts, it was critical to employ as many potential avenues to reach as many participants as possible. After the approval of the IRB and the selected research site, students who meet the target population criteria were contacted via their professors with an invitation to respond to the survey. Faculty members were also identified and invited via their university email to participate in the survey, then recommend other faculty members who would be likely to respond as well. Sincero (2012) noted that online surveys are useful for samples whose participants are geographically dispersed or located away from the researcher. Online surveys are cost effective and conform to the communication patterns of the target population. Using close-ended survey questions avoids social desirability issues on the part of respondents and researcher distortion and subversion since the questions and possible responses are predetermined and cannot be manipulated by the researcher (Trochim, 2006). Potential respondents were incentivized to participate through a raffle for four Amazon gift cards in the amount of \$25.

The sample for this study was a convenience sample for the students and faculty, with the addition of snowball sampling for faculty due to the small size of the university. As a result of the sudden closure of my previous university in February 2020 and the outbreak of COVID-19 in March 2020, I chose convenience sampling to gain timely access to the greatest number of potential participants (Explorable, 2009a). The use of initial convenience sampling with an exponential, non-discriminative snowball sampling permitted me to survey more faculty members than a simple convenience sample. As stated above, my situation warranted a time-

sensitive method of surveying as many faculty members as possible in order to obtain a stronger sample than through convenience sampling alone (Explorable, 2009b).

Instrumentation and Measures

Instrumentation

This descriptive study was conducted by way of Likert scale surveys from two groups: undergraduate humanities students and undergraduate humanities faculty. Forty-five questions made up the student survey; the faculty survey has 31 questions. The Revised 2 Factor Study Process Questionnaire (R-SPQ-2F) was used by Heim and Holt (2018) to measure deep and surface motives to differentiate students' motivation due to intrinsic interests (deep) or fear of failure (surface). The R-SPQ-2F was developed by John Biggs in the 1980s and is considered reliable based on acceptable Cronbach alpha values for the reliability of the scale (Biggs et al., 2001). Heim and Holt (2018) also administered the Shortened Experiences of Teaching and Learning (SETLQ) survey, focusing on self-reported student knowledge and learning acquired (KLA) and experiences of teaching and learning (ETL). The SETLQ has also been deemed valid in prior studies (Entwistle et al., 2002). This study will utilize section 4 of the SETLQ to ensure the student survey does not include questions outside of the research focus. The short version of the Assessment of Learner-Centered Practices (ALCP) (McCombs & Miller, 2007) assesses the traits of effective teaching and classroom practices that closely relate to student achievement and motivation, as well as beliefs and assumptions about teaching, learning, and students. The short version of the ALCP was selected because of availability and in an effort to keep the length of the faculty survey to fewer than fifty questions. The Approaches to Teaching Inventory (ATI) (Trigwell & Prosser, 2004) measures conceptual change/student focused practices (CCSF) and information-transfer/teacher-focused practices (ITTF).

Figure 1. 1

The PAH Continuum (Thais, 2019)

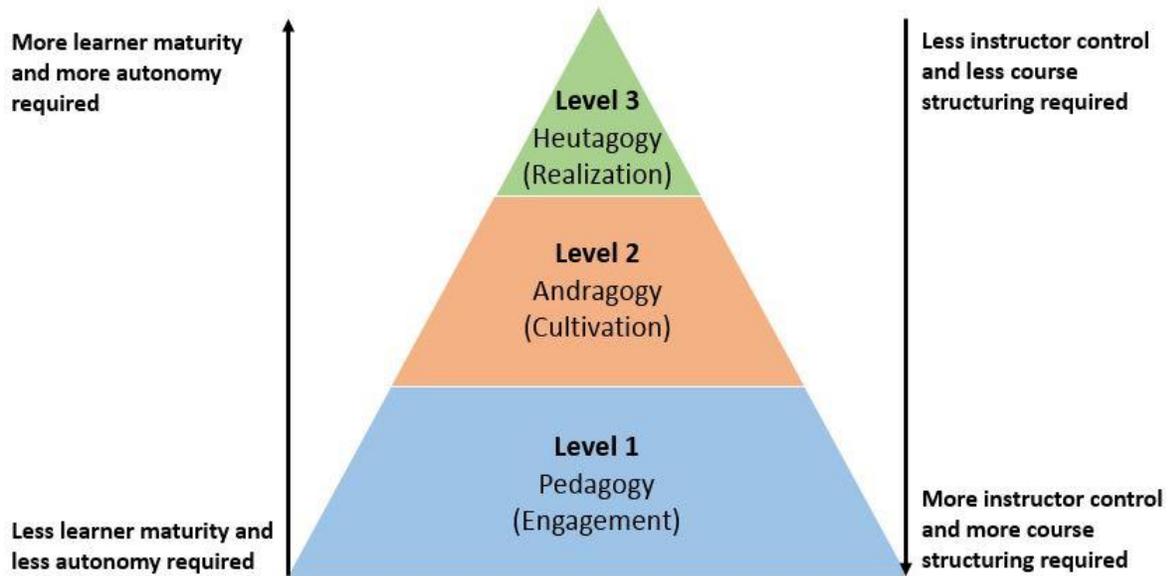


Figure 1. 1 illustrates that as students move along the continuum from pedagogy to heutagogy, learner-centeredness increases (Thais, 2019). Scores reflecting student-centered practices and experiences are indicative of andragogical and heutagogical principles, whereas scores that show a teacher-centered approach correspond most closely to pedagogical principles. Since this study does not seek to compare student and faculty perceptions, instruments designed specifically for students and faculty respectively are utilized. Also, using the same instruments Heim and Holt (2018) used in their study lays the groundwork for future research in this area, which could include qualitative and comparative components.

Table 2. 1*Instruments for Comparing Perceptions of Learning Principles*

Focus Group	Tool	Measurement	Score Range	High score indicates use of which learning principles?
Student	R-SPQ-2F	Deep approaches	10-50	Heutagogy and/or andragogy
		Surface approaches	10-50	Pedagogy
Student	SETLQ	Knowledge & Learning Acquired (KLA)	8-40	Heutagogy and/or andragogy
		Experiences in Teaching & Learning (ETL)	25-125	Heutagogy and/or andragogy
Faculty	ALCP	Non-learner-centered beliefs (NLC Bel)	5-20	Pedagogy
		Learner-centered beliefs (LC Bel)	5-20	Heutagogy and/pr andragogy
Faculty	ATI	Information transfer/teacher focused (ITTF)	8-40	Pedagogy
		Conceptual change/student focused	8-40	Heutagogy, and/or andragogy

Google Forms was the chosen instrument for this research because individuals can easily access and use it across multiple platforms and devices using their university accounts. The researcher is a Google Certified Educator, Level 1 and is familiar with using the analytics and reporting features in Google Forms. The instrument for faculty and the instrument for students began with a statement to thank participants for taking the time to complete the survey. The participants were informed of the opportunity for a drawing for a raffle of an Amazon gift card, value \$25. Potential participants reviewed the recruitment criteria and informed consent, then indicated their willingness to participate in the survey.

Instrument Validity and Permissions

Permissions to use these instruments are included in Appendix D.

R-SPQ-2F

Heim and Holt (2018) used the Revised 2-Factor Study Process Questionnaire (R-SPQ=2F) in their research with undergraduate science students. The researchers noted that “psychometric analyses including confirmatory factor analyses have been conducted by many prior researchers ($\alpha=0.64\pm 0.73$) that suggest the R-SQP-2F collects reliable data” (p.7).

Permission to use this instrument is included in Appendix D.

SETLQ

Heim and Holt (2018) also cited the validity and reliability of the Shortened Experiences of Teaching and Learning (SETLQ) in “several prior studies ($\alpha=0.56\pm 0.83$)” (p. 7).

ATI

According to Trigwell and Prosser (2004), the validity of the Approaches to Teaching Inventory (ATI) is “supported in the results from [Trigwell et al., 1999 and Trigwell et al., 1998]” (p. 420). The researchers also note that “in all reported cases of its use, the Inventory yields interpretable data that are of the form expected using the educational principles from which it has been developed “(p. 420).

ALCP

McCombs (2004, pg. 7) stated that “the ALCP surveys have been validated with more than 2,000 K-10 teachers and the more than 35,000 students taught by those teachers.” Data for the Non-Learner-Centered Beliefs (NCL Bel) and the Learner-Centered Beliefs (LC Bel) will be gathered and recorded. The Assessment of Learner-Centered Practices-Teacher Beliefs (short form), scoring, and interpretation key are published in *Learner -Centered Classroom Practices*

and Assessments: Maximizing Student Motivation, Learning, and Achievement (McCombs & Miller, 2007, p. 26-29) with permission

The data was collected using Google Forms and stored in my secure, dedicated cloud account created specifically for this purpose. Only I have access to this account. Printed material was not used.

Validity

Internal validity, or the soundness of the research (Cuncic, 2020), was strengthened through the use of objective approaches. Since survey research design is a quantitative method, it uses statistical methods to analyze data as opposed to inductive reasoning, which is more subjective (Gammon, n.d.). Electronic surveys remove observer and research bias by prioritizing data collection over interaction with participants. Excel and StatPlus were used to control for error deriving from researcher bias or conflicts of interest. The application of the data outside the study (Cuncic, 2020), external validity, supported a sample framework that clearly defines the sample population and the use of published surveys that can be used to replicate this study. The surveys that were administered were of reasonable lengths, and participants were free to complete the surveys when they have the time and motivation to do so. Due to COVID-19, I could not administer the surveys directly, which minimized any influence on participants' choice to participate. Each of these considerations mitigated situational factors that could have impacted external validity (Cuncic, 2020).

Data Collection

After I received IRB approval and university site authorization, I requested a course assignment matrix which listed courses that were taught in fall semester 2020 and the faculty who were assigned to each course. Using the National Endowment for the Humanities

guidelines, I gathered the names of faculty members eligible to participate in the study. I then invited potential participants via their university emails. Attached to the faculty invitation was a student invitation, which included the link to access the survey. Faculty members were gracious enough to pass along this invitation to the students; a raffle for Amazon gift cards (amount to be determined) was offered as an incentive for faculty and students to complete the survey. The survey pool was comprised of a random and snowball sample of students and faculty.

The informed consent statement (included in Appendix E) was the first section of the survey for both students and faculty. Since the informed consent statement was a part of the survey itself, respondents will proceed directly to the survey in order to minimize attrition. Willing participants then continued to the survey. Section two of student survey was composed of questions about the teaching-learning environment, which is part four of the SETLQ survey. Section three of the student survey contained questions relating to their learning approaches from the R-SPQ-2F survey. Willing faculty participants continued on to section two, where they responded to the ATI survey pertaining to their beliefs about student-centered teaching and learning experiences, which indicated application of pedagogical or andragogical and heutagogical principles. The third section of the faculty survey was questions about their beliefs about learners and how they learn. These questions constituted the ALCP survey. At this point, students and faculty continued to the final section where they could enter the drawing if they chose to do so. Finally, participants were thanked for completing the survey. The student survey can be found in Appendix F; the faculty survey in Appendix H.

Table 3. 1*Variables*

Variable	Variable Type	Construct Definition	Measure
Undergraduate humanities student perceptions of the use of educational principles	Independent; Continuous	Educational principles are the philosophical foundation of any overall approaches and beliefs about learning, instruction, and content. An educational principle is both narrower in subject than a common life philosophy and more general than specific methods used in instruction (Bussinger, 2018).	R-SPQ-2F SETLQ
Undergraduate humanities faculty perceptions of the use of educational principles			ATI ALCP

Data Analysis

The purpose of educational institutions, in addition to sharing and disseminating knowledge, is to prepare students to be life-long learners. The use of appropriate teaching methodologies is critical to achieving this goal. Examining the data regarding the perceptions of undergraduate humanities faculty and students will indicate whether a gap exists between instructors' planning and teaching of courses and how the students experience delivery of instruction. Understanding the perceptions of these two groups will support future course design and lesson delivery in these courses, thereby promoting increased autonomy and self-directed learning among undergraduate students.

Each survey was administered via Google Forms using a Likert scale. Each survey was objective because it will use "numeric description of trends, attitudes, or opinions" to remove investigator bias (Creswell, 2014, p. 155). Results were determined based on the interpretation

guide for each survey. The mean, standard deviation, and coefficient of variation for this group of scores were computed. Descriptive statistics and analysis of those statistics in regard to the research questions are presented in Chapter 4.

Ethical Issues

I must disclose that I am an educational professional with 20 years of experience teaching in K-12 schools. I have taught in private, parochial, and public schools. I hold a valid teaching credential in my state for K-12 social studies, as well as a Master's degree in Curriculum and Instruction with a concentration in the social sciences. I am active in my current workplace as a teacher-leader and function as the department chair for the intermediate grades (5-6). In the course of my professional duties, I create, employ, observe, and at times evaluate a variety of learning and assessment experiences, which draw on aspects of pedagogy, andragogy, and encourage heutagogy. My educational role and experience have informed by study and has been an asset to my understanding of this topic.

Study participants represented a random convenience sample of students and, to a lesser extent, professors since each of these individuals, within their groups, had equal probability of participating (Creswell, 2014). Confidential, quantitative data was collected to investigate the perceptions undergraduate humanities students and faculty have about of the use of educational principles in their courses. Typically, quantitative research such as this tends to be viewed as more objective (Harris, 2014). In order to take part in the study, participants anonymously volunteered to complete an online survey and answered questions regarding their experiences as either an undergraduate humanities student or faculty member. Online surveys reach groups that can be difficult to access and can reduce response bias on the part of the participants, as well as other biases on the part of the researcher (McInroy, 2016). Web surveys have the advantage of

real-time recording of data submitted (McInroy, 2016). This feature documents when participants choose not to complete the survey, which is their choice.

No personal information that could identify the participant was requested in the survey. All of the data was collected confidentially and held within the survey instrument itself. No self-identifying comments or information are included in publication, and all data will be destroyed three years after the study ends. There was no risk to participants in the study other than everyday risks associated with completing an online survey.

IRB and Site Approval

IRB and site approval can be found in Appendices A and C respectively. My CITI certificate is included in Appendix B.

Summary

Chapter 3 included a justification for the use of a quantitative research approach, defined that approach, and described the survey design method that will be used in this study. This research methodology and design are well-suited to a study that will explore to what extent the perceptions of humanities faculty members and undergraduate humanities students differ in regard to pedagogical, andragogical, and heutagogical educational principles. Convenience and snowball sampling were used to create a sample population that was surveyed using validated, existing instruments. Surveys for both faculty and staff were administered online and have been stored in such a way as to preserve their confidentiality. I expect the findings of this study to complement and extend existing research on this topic in the science and business disciplines.

Chapter 4 will report on the data analysis and results. It will provide a description of the sample, the method used to obtain volunteers, the institutions and groups involved in the survey, and the results of the survey itself. Attention will be devoted to the different domains in which

undergraduate humanities students and faculty perceive pedagogy, andragogy, and heutagogy are present in their course delivery and learning experiences. This information will be used to respond to the research questions.

Chapter 5 will begin with a summary and discussion of the results of the study and how these results connect with the literature. The study limitations, implications of the results for current and future practice, and recommendations for further research will be presented.

CHAPTER 4: RESULTS

This chapter contains the results of the quantitative descriptive survey study conducted to answer the research questions:

RQ1: Do undergraduate humanities students find their learning experiences to be pedagogical, andragogical, or heutagogical in nature based on their self-reported learning experiences and learning environments?

RQ2: Do undergraduate humanities faculty consider their instruction to be predominantly pedagogical, andragogical, or heutagogical based on their self-reported attitudes of teacher-centered and learner-centered viewpoints?

This chapter also includes tables and graphics to present subscale and combined results for each survey instrument, as well as a comparison of one student instrument to one faculty instrument.

Fifteen faculty member and 53 students participated in this study. Faculty participants were contacted directly based on their teaching schedule for Fall semester 2020. These participants all taught humanities courses during that term, and they were asked to forward the student invitation to the students enrolled in their courses. Thus, the 53 student participants were enrolled in humanities courses in Fall semester 2020. Per the informed consent, students verified that they were at least 18 years of age. Since data recorded did not depend on race, ethnicity, gender, or teaching experience, none of this demographic information was requested. Data was collected through Google Forms and analyzed using Google Analytics, Excel, and StatPlus. No participants were excluded. All participants responded to every question; thus, there was no missing data. Some participants indicated more than one response to a question, so the mean of the two responses was entered as the coded score. Table 4. 1 shows the summary of scores for

each instrument used in this study.

Table 4. 1

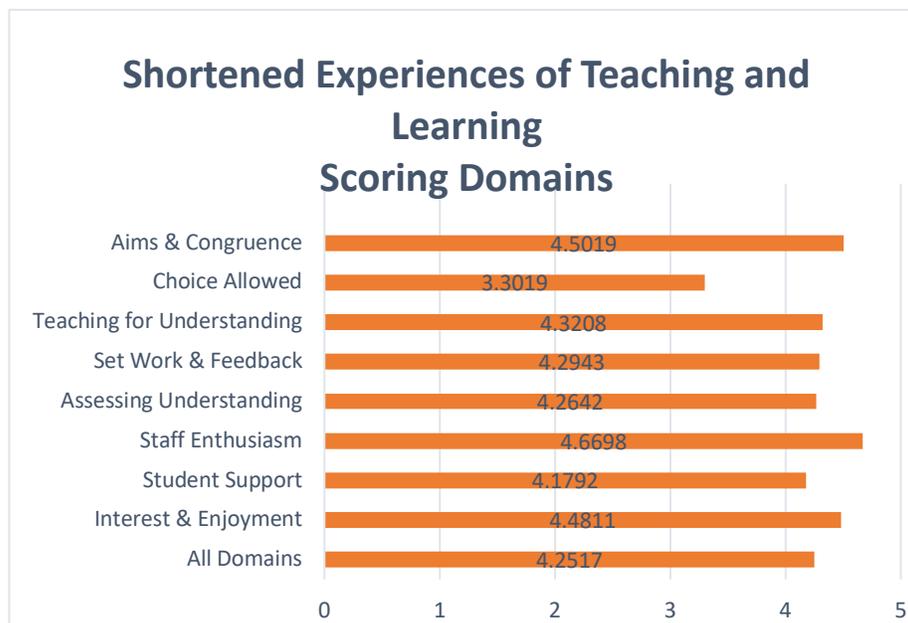
Summary Scores for Student and Faculty Instruments

Population	Instrument	Subscale	Actual Minimum	Actual Maximum	Study Results	Principles Indicated by Score
Student	SETLQ	ETL	25	125	103	Andragogy Heutagogy
Student	R-SPQ-2F	Deep	10	50	30.47	Andragogy
Student	R-SPQ-2F	Surface	10	50	24.06	Andragogy Pedagogy
Faculty	ALCP	LC Beliefs	5	20	16.17	Andragogy Heutagogy
Faculty	ALCP	Non-LC Beliefs	10	40	23.94	Andragogy Pedagogy
Faculty	ATI	ITTF	8	40	20.17	Andragogy Pedagogy
Faculty	ATI	CCSF	8	40	26.97	Andragogy Pedagogy

Quantitative Data Analysis

Students participated in section 4 of the Shortened Experiences of Teaching and Learning (SETLQ) survey (Universities of Edinburgh, Durham, & Coventry. (2005b). The survey results are separated into eight domains representing different aspects of the teaching and learning environment: *interest and enjoyment, student support, staff enthusiasm, assessing understanding, set work and assignments, teaching for understanding, choice allowed, and aims and congruence* (Figure 2. 1).

Students responded to questions about their perceptions of the teaching and learning environments using a five-point scale. Possible responses ranged from *agree* to *unsure* and were scored positively.

Figure 2. 1*Domains of Teaching and Learning (SETLQ)*

As presented in Table 5. 1, the mean score 4.2517 indicates that across all domains measured by the SETLQ, participants reported that their experiences of teaching and learning statements on this instrument fell between the *somewhat agree* and *agree* range. Participants reported the highest level of agreement with indicators regarding “Staff Enthusiasm”; the lowest level of participant agreement was reported with the indicators pertaining to “Choice Allowed” (Figure 1. 1). Student responses indicated positive experiences with their learning environment and teaching experiences. Students were most satisfied with the enthusiasm of the staff, the clarity of learning objective as materials to support their learning, and their overall interest and enjoyment of their courses. Student responses indicate the use of primarily andragogical principles supported by pedagogical foundations. High levels of interest and enjoyment demonstrate a more andragogical readiness to learn. The satisfaction reported in regard to peer support, staff enthusiasm, support and feedback, and clarity of aim and congruence demonstrate

students' perceptions that they are respected and support Bordeaux and Schoenack's (2016) findings that the most common expectations among adult learners include clarity and intentionally planned courses. The level of satisfaction with choice is lower compared to other domains, but still well above the 2.5 mean for each question. It is likely that remote instruction due to COVID-19 has had an impact on this domain.

The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance. This indicates that overall perception of the students in regard to their teaching and learning environment, as measured by section 4 of the SETLQ, is higher than average.

Table 5. 1

All SETLQ Domains

Construct	Mean	Standard Deviation	Coefficient of Variation
All SETLQ Domains	4.2517	± 0.1720	0.0976

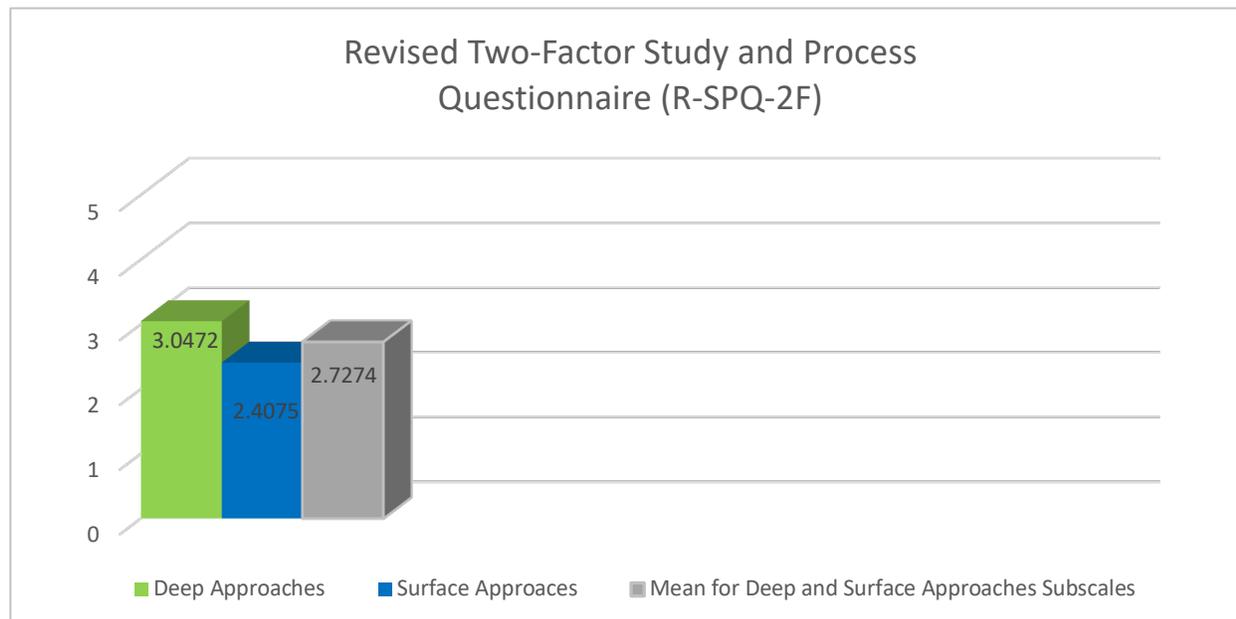
Students also responded to the Revised Two-Factor Study Process Questionnaire (R-SPQ-2F) (Figure 3. 1). This survey measures student approaches to learning using two subscales: motivation and strategy. *Motivation* is the motivation to achieve; *Strategy* refers to the way students determine where, when, and for how long they will engage in learning tasks. These approaches are termed either “deep” or “surface.” *Deep approaches* are found in students who want to follow their own academic interests, relate learning to previous experiences, generate their own goals, and search for meaning or relevance in learning. These traits are found in both andragogical and heutagogical principles. In contrast, students who utilize rote learning methods and focus on meeting institutional and course goals as measures of learning are said to have

surface approaches and tend to succeed in highly pedagogical environments. Biggs does address the need for both surface and deep approaches for success in a formal academic setting and also emphasizes the terms refer to a students' approaches to learning, not their intrinsic character (Biggs et al., 2001).

Participants responded to questions regarding their attitudes and ways of going about studying and learning, using a five-point scale. Possible responses ranged from *always or almost always true* to *never or only rarely true* and were scored positively. Trigwell and Prosser utilized data from the R-SQP-2F in their work with their Approaches to Teaching Inventory and demonstrate a connection between students' reported deep or surface approaches and faculty's reported orientation to teaching. Student responses demonstrated a tendency to deep approaches, which reflects andragogical and heutagogical principles. Readiness to learn is characterized by increased motivation to learn knowledge perceived as valuable and active engagement with learning. These principles are reflected in students' reported satisfaction with studying, the feeling that any topic can be highly interesting once they immerse themselves in it, not being satisfied until they can form their own conclusions from what they have learned, and working hard at their studies because they find the material interesting. Good pedagogical foundations are demonstrated in student responses indicating effective study habits such as testing themselves on important topics until they understand them.

Figure 3. 1

Student Approaches to Learning (R-SPQ-2F)



As presented in Table 6. 1, the mean score 3.0472 indicates that participants reported that their deep approaches to studying and learning fell between *frequently true* and *always or almost always true*. Participants reported the highest level of agreement with the indicator “I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied”; the lowest level of participant agreement was reported with the indicator “I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

Table 6. 1 presents the scores for surface level approaches to studying and learning. The mean score 2.0475 indicates that participants reported that these approaches fell between *sometimes true* and *true about half of the time*. Participants reported the highest level of

agreement with the indicator “I only study seriously what is given out in class or in the course outlines”; the lowest level of participant agreement was reported with the indicator “I find it is not helpful to study topics in depth. It confuses and wastes time when all you need is a passing acquaintance with topics.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

The descriptive statistics for combined deep and surfaces approaches to studying and learning are presented in Table 6. 1. Since the responses were coded positively, a higher score indicates a tendency toward deeper approaches to learning. The mean score of 2.7274 indicates that participants tend to take deeper approaches to their studying and learning. The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance. This indicates that students have a balanced approach to studying and learning, tending more toward deep approaches and more andragogical or heutagogical conception of learning.

Table 6. 1

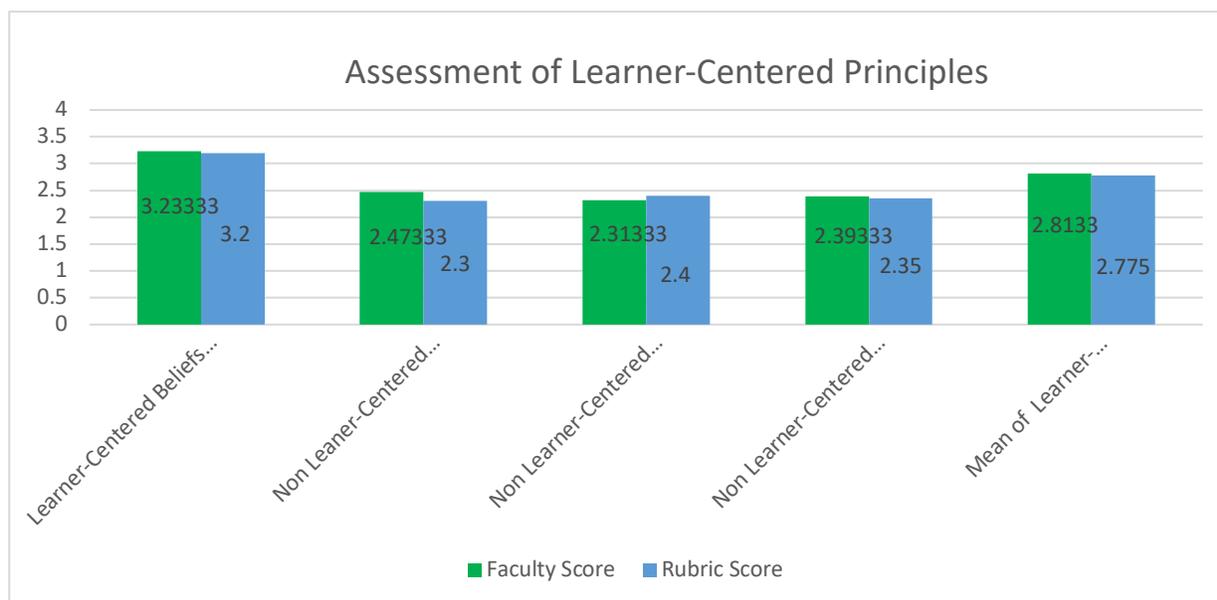
Revised Two-Factor Study and Process Questionnaire (R-SPQ-2F)

Construct	Mean	Standard Deviation	Coefficient of Variation
Deep Approaches to Learning	3.0472	± 0.1839	0.1407
Surface Approaches to Learning	2.4075	± 0.1877	0.1799
Deep & Surface Approaches to Learning	2.7274	± 0.2837	0.2040

Faculty members responded to the Teacher Beliefs survey (short form) portion of the Assessment of Learner-Centered Practices (McCombs & Miller, 2007). This survey uses 15 of the 35 items that appear on the long form. The survey results are separated into three subscales:

Learner-Centered Beliefs about Learners, Learning, and Teaching, Non-Learner-Centered Beliefs about Learners, and Non-Learner-Centered Beliefs about Learning and Teaching. Scores are then compared to a rubric score, taken from *Learner-Centered Psychological Principles* (McCombs, 2004) that indicates what is considered learner-centered (Figure 4. 1). In order to obtain an overall score for Non-Learner-Centered Beliefs, the researcher used the mean of the rubric score for each Non-Learner-Centered subscale to represent the Combined Rubric Score; like the Combined Faculty score, is represented by the mean of both Non-Learner-Centered subscales.

Participants responded to questions regarding their beliefs about learners, learning, and teaching using a four-point scale. Possible responses ranged from *strongly disagree* to *strongly agree* and were scored positively. The results indicate that the response of the faculty members surveyed reflects the recommended balance of learner-centered and non-learner-centered beliefs as reported by the survey's rubric score. When learner-centered and non-learner-centered beliefs are considered together, the faculty survey response also reflects the rubric mean, although the faculty responses trend slightly higher, indicating more of a trend toward learner-centered beliefs and practices. These attitudes are reflected by faculty responses demonstrating a respectful and andragogically-appropriate learning environment by helping students feel comfortable discussing feeling and beliefs and recognizing the importance of creating and deepening student relationships as a factor of student success.

Figure 4. 1*Learner-Centered Beliefs among Faculty (ALCP)*

As presented in Table 7. 1, the mean score 3.2333 indicates that participants reported that their agreement with learner-centered beliefs fell between *somewhat agree* and *strongly agree*. Participants reported the highest level of agreement with the indicator “In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs”; the lowest level of participant agreement was reported with the indicator “I can help students who are uninterested in learning get in touch with their natural motivation to learn.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

Table 7. 1 also presents the scores for non-learner-centered beliefs about learners, learning, and teaching. The combined mean 2.3933 indicates that participants reported that agreement with these statements fell between *somewhat disagree* and *somewhat agree*.

Participants reported the highest level of agreement with the indicator “I am responsible for what my students learn and how they learn”; the lowest level of participant agreement was reported with the indicator “One of the most important things I can teach students is how to follow the rules and do what is expected of them.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

Table 7. 1

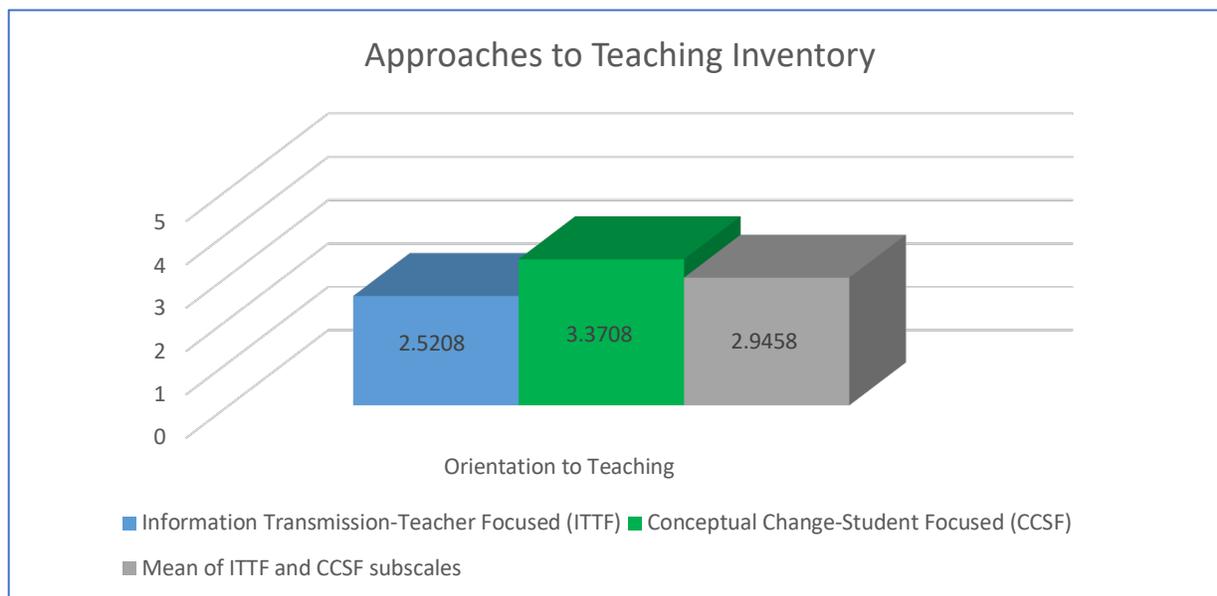
Assessment of Learner-Centered Practices (ALCP)

Construct	Mean	Standard Deviation	Coefficient of Variation
Learner-Centered Beliefs	3.2333	± 0.0556	0.0729
Non-Learner-Centered Beliefs About Learners	2.4733	± 0.0391	0.0800
Non-Learner-Centered Beliefs about Learning & Teaching	2.3133	± 0.2298	0.2072
Combined Non-Learner-Centered Beliefs	2.3933	± 0.0128	0.0473
Combined Learner-Centered & Non-Learner-Centered Beliefs	2.8133	± 0.3528	0.2111

Faculty members also responded to the Approaches to Teaching Inventory (Trigwell & Prosser, 2004). Sixteen questions comprise this survey and are constructed on a Likert scale. The survey results are separated into two subscales: Information Transmission-Teacher Focused and Conceptual Change-Student Focused. Information transmission and teacher-focused principles correspond to pedagogical tendencies, whereas conceptual change and student-focused principles correspond with andragogical and heutagogical principles and practices (Figure 5. 1).

Participants responded to questions regarding their orientation to teaching on a five-point scale. Possible responses ranged from *only rarely true* to *almost always true* and were scored positively. Trigwell, Prosser, and Waterhouse (1997) described the Information Transmission-

Teacher Focused (ITTF) approach as one where the instructor's focus is on disseminating discrete facts and skills for the students with the assumption that the students do not need to take an active part in the teaching-learning process. The goal of this approach is to provide students with a basic set of notes and facts to study. The Conceptual Change-Student Focused (CCSF) approach, by contrast, places the student at the center of learning activities. The students' involvement in the process of learning and activities that are a part of the learning experience is more important than covering material. Instructors who follow this approach place more emphasis on the changes that occur in students' understanding of the concepts of the course and developing a conversational tone of learning within the course. Self-directed learning is the end result of this approach. Faculty responses indicate a greater emphasis on Conceptual Change-Student Focused approaches to teaching than Information Transmission-Teacher Focused approaches.

Figure 5. 1*Faculty Orientations to Teaching (ATI)*

As presented in Table 8. 1, the mean score 2.5208 indicates that participants reported that the frequency of information transmission-teacher focused approaches to teaching between *sometimes true* and *true about half the time*. Participants reported the highest level of agreement with the indicator “I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered”; the lowest level of participant agreement was reported with the indicator “In this subject, I only provide the students with the information they will need to pass the formal assessments.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

Table 8. 1 also presents the scores for conceptual change-student focused approaches to teaching. The mean score 3.3708 indicates that participants reported that agreement with these statements fell between *true about half the time* and *frequently true*. Participants reported the

highest level of agreement with the indicator “I feel that it is better for students in this subject to generate their own notes rather than always copy mine;” the lowest level of participant agreement was reported with the indicator “I set aside some teaching time so that students can discuss, among themselves, the difficulties that they encounter studying this subject.” The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

The descriptive statistics for combined approaches to teaching are presented in Table 8. 1 as well. Since the responses were coded positively, a higher score indicates a tendency toward student-centered approaches to teaching. The mean score of 2.98458 indicates that participants describe the student-centered approaches to teaching presented in this instrument as nearly *half of the time true* for them. The standard deviation and coefficient of variation for the survey results are within levels of accepted tolerance.

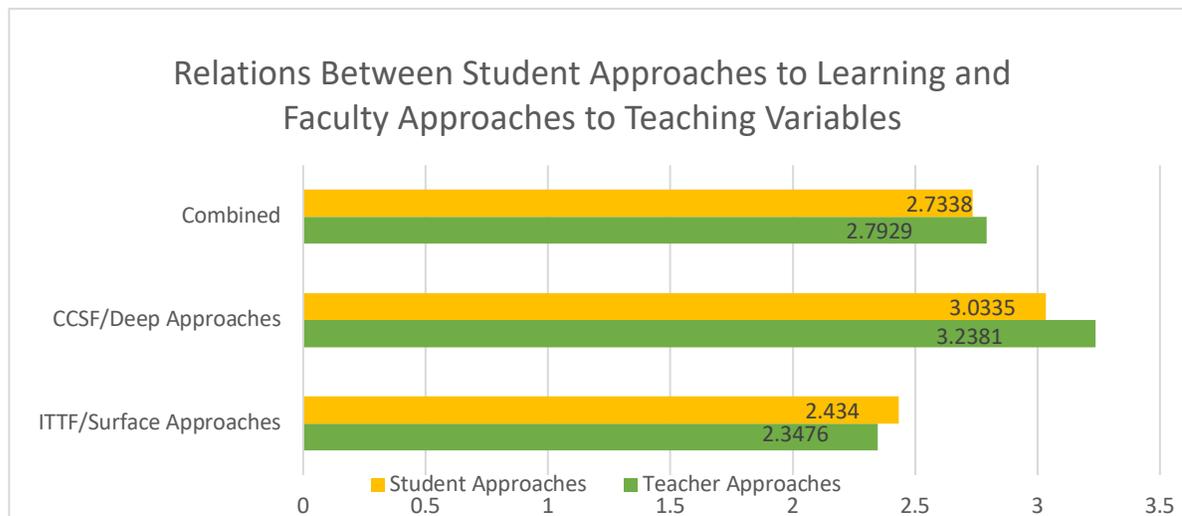
Table 8. 1*Approaches to Teaching Inventory (ATI)*

Construct	Mean	Standard Deviation	Coefficient of Variation
Information Transfer-Teacher Focused (ITTF)	2.5208	± 0.5708	0.2997
Conceptual Change-Student Focused (CCSF)	3.3708	± 1.0055	0.2975
Combined ATI	2.9458	± 0.3613	0.2040

Trigwell and Prosser (1999, 2004) used the ATI to show that student-focused approaches to teaching and increased used of deep approaches to studying and learning by students were related. Likewise, information-transfer approaches to teaching corresponded to the use of surface approaches to studying and learning by students. Figure 6. 1 compares the same data from this study.

Figure 6. 1

Relations Between Student Approaches to Learning and Faculty Approaches to Teaching



Student survey responses are organized in relation to andragogical principles in Table 9.

1. The student survey and the mean score for each question in the student survey can be found in Appendix F and Appendix G respectively.

Table 9. 1

Student Survey Responses and Andragogical Principles

Andragogical Principle	Student Survey Responses	Andragogical Principles
Needing to know	<p>3. It was clear to me what I was supposed to learn in this course.</p> <p>4. The topics seemed to follow each other in a way that made sense.</p> <p>5. What we were taught seemed to match what we were supposed to learn.</p> <p>6. The handouts and other materials we were given helped me to understand the course.</p>	<p>Adult learners need to know the what, how, and why of their learning. These learners must have a rationale for putting forth the time and effort into learning. Raising awareness of the learners' <i>need to know</i> (Knowles et al., 2011) and connecting prior knowledge and experiences to new knowledge (McDonough, 2014) help adult learners understand the value of</p>

	<p>7. I could see how the course assignments fitted in with what we were supposed to learn.</p> <p>15. It was clear to me what was expected in the assessed work for this course.</p>	<p>new knowledge and its application to real-life situations.</p>
Self-concept	<p>8. We were given a good deal of choice over how we went about learning.</p> <p>9. We were allowed some choice over what aspects of the course to concentrate on.</p> <p>10. In this course, I was prompted to think about how well I was learning and how I might improve.</p> <p>21. To do well in this course, you had to think critically about the topics.</p> <p>29. I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.</p> <p>30. I feel that virtually any topic can be highly interesting once I get into it.</p> <p>41. I make a point of looking at most of the suggested readings that go with the lectures.</p>	<p>Adult learners are self-directed and autonomous. Learners who are self-directed learn more, learn better, and are more proactive than their passively engaged counterparts. They are characterized by increased motivation and purpose (McDonough, 2014) and feel responsible for their learning choices (Knowles, 1989). Even though adult learners may become resentful of their instructors' attempts to impose their wills upon them (Knowles, 1989), Knowles et al. (2011) noted that many adults revert to a more passive, dependent state when they enter an educational experience. Thus, it is critical to create relationships and experiences that promote and support a transition from dependent to autonomous learning.</p>
The importance of experience	<p>16. I was encouraged to think about how best to tackle the assignments.</p> <p>24. Students supported each other and tried to give help when it was needed.</p> <p>25. Talking with other students helped me develop my understanding.</p>	<p>Adult learners bring life experience to learning. These students have a greater amount of life experience, as well as a different quality of life experience, than do children. This means that adult learners bring rich, varied resources to the learning environment (Knowles et al., 2011) which influence the way they learn and can be a valuable resource in their colleagues' learning process (Knowles, 1989). The relationship between the teacher and adult learners, then, should be characterized by respect and egalitarianism (McDonough, 2014), taking care to ensure their experiences are not devalued, which is perceived by adult</p>

		learners as being devalued as an individual (Knowles et al., 2011).
Readiness to learn	<p>11. The teaching encouraged me to rethink my understanding of some aspects of the subject.</p> <p>12. his course has given me a sense of what goes on "behind the scenes" in this subject area.</p> <p>13. The teaching in this course helped me to think about the evidence underpinning different views.</p> <p>14 This course encouraged me to relate what I learned to issues in the wider world.</p> <p>20. You had to really understand the subject to get a good mark in this course.</p> <p>26. I found most of what I learned in this course really interesting.</p> <p>27. I enjoyed being involved in this course.</p> <p>28. I find that at times studying gives me a feeling of deep personal satisfaction.</p> <p>36. I work hard at my studies because I find the material interesting.</p> <p>40. I come to most classes with questions in mind that I want to be answered.</p>	<p>Adults learn best when they can immediately apply their learning. Adult learners are practical and prioritize learning that will be useful professionally or personally over learning that may not seem directly applicable. When adult learners perceive gaining knowledge as valuable, they are more motivated to learn (McDonough, 2014). Active engagement (McDonough, 2014) and using real-life situations as a context for presenting new learning (Knowles et al., 2011).</p>
Orientation to learning	<p>17. The feedback given on my work helped me to improve my ways of learning and studying.</p> <p>18. Staff gave me the support I needed to help me complete the set work for this course.</p> <p>19. The feedback given on my assignments helped to clarify things I had not fully understood.</p> <p>22. Staff tried to share their enthusiasm about the subject with us.</p> <p>23. Staff were patient in explaining things that seemed difficult to grasp.</p>	<p>Adult learners view learning as problem-solving. They are goal-oriented and participate in learning experiences to change skills, behaviors, attitudes, or knowledge (McDonough, 2014). They expect this learning to help them cope with challenges, deal with problems, or perform duties that they will encounter in their lives. Thus, adult learners have a problem-centered, task-centered, or life-centered orientation to learning that involves some part of their social roles</p>

	31. I find most new topics interesting and often spend extra time trying to obtain more information about them. 32. I find that studying academic topics can at times be as exciting as a good novel or movie.	(Knowles et al., 2011, McDonough, 2014).
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Table 10. 1 organizes the faculty survey responses in relation to andragogical principles. The faculty survey and the mean score for each question in the faculty survey can be found in Appendix H and Appendix I respectively.

Table 10. 1

Faculty Survey Responses and Andragogical Principles

Andragogical Principle	Faculty Survey Responses	Andragogical Principles
Needing to know	4. I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.	Adult learners need to know the what, how, and why of their learning. These learners must have a rationale for putting forth the time and effort into learning. Raising awareness of the learners' <i>need to know</i> (Knowles et al., 2011) and connecting prior knowledge and experiences to new knowledge (McDonough, 2014) help adult learners understand the value of new knowledge and its application to real-life situations.
Self-concept	5. In my interactions with students in this subject, I try to develop a conversation with them about the topics we are studying. 17. I feel that it is better for students in this subject to generate their own notes rather than always copy mine. 19. In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs. 22. Taking the time to create caring relationships with my students is the	Adult learners are self-directed and autonomous. Learners who are self-directed learn more, learn better, and are more proactive than their passively engaged counterparts. They are characterized by increased motivation and purpose (McDonough, 2014) and feel responsible for their learning choices (Knowles, 1989). Even though adult learners may become resentful of their instructors' attempts to impose their wills upon them (Knowles, 1989), Knowles et al.

	<p>most important element for student achievement.</p> <p>24. If I do not prompt or provide direction for student questions, they will not get the right answer. (Low score in this item indicates greater readiness and autonomy of students)</p> <p>28. Students will be more motivated to learn if teachers get to know them at a personal level.</p> <p>31. Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.</p>	<p>(2011) noted that many adults revert to a more passive, dependent state when they enter an educational experience. Thus, it is critical to create relationships and experiences that promote and support a transition from dependent to autonomous learning.</p>
The importance of experience	<p>5. In my interactions with students in this subject, I try to develop a conversation with them about the topics we are studying.</p> <p>10. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.</p> <p>18. I feel a lot of teaching time in this subject should be used to question students' ideas.</p> <p>19. In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.</p>	<p>Adult learners bring life experience to learning. These students have a greater amount of life experience, as well as a different quality of life experience, than do children. This means that adult learners bring rich, varied resources to the learning environment (Knowles et al., 2011) which influence the way they learn and can be a valuable resource in their colleagues' learning process (Knowles, 1989). The relationship between the teacher and adult learners, then, should be characterized by respect and egalitarianism (McDonough, 2014), taking care to ensure their experiences are not devalued, which is perceived by adult learners as being devalued as an individual (Knowles et al., 2011).</p>
Readiness to learn	<p>10. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.</p> <p>16. I make available opportunities in this subject for students to discuss their changing understanding of the subject.</p>	<p>Adults learn best when they can immediately apply their learning. Adult learners are practical and prioritize learning that will be useful professionally or personally over learning that may not seem directly applicable. When adult learners perceive gaining knowledge as valuable, they are more motivated to learn (McDonough, 2014). Active engagement (McDonough, 2014) and using real-life situations as a context</p>

		for presenting new learning (Knowles et al., 2011).
Orientation to learning	<p>7. I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.</p> <p>16. I make available opportunities in this subject for students to discuss their changing understanding of the subject.</p>	<p>Adult learners view learning as problem-solving. They are goal-oriented and participate in learning experiences to change skills, behaviors, attitudes, or knowledge (McDonough, 2014). They expect this learning to help them cope with challenges, deal with problems, or perform duties that they will encounter in their lives. Thus, adult learners have a problem-centered, task-centered, or life-centered orientation to learning that involves some part of their social roles (Knowles et al., 2011, McDonough, 2014).</p>

Summary

Chapter 4 provided an analysis of the descriptive data for the study samples based on responses to faculty and student instruments to address the research questions:

RQ1: Do undergraduate humanities students find their learning experiences to be pedagogical, andragogical, or heutagogical in nature based on their self-reported learning experiences and learning environments?

RQ2: Do undergraduate humanities faculty consider their instruction to be predominantly pedagogical, andragogical, or heutagogical based on their self-reported attitudes of teacher-centered and learner-centered viewpoints?

Data analysis for the student instruments demonstrate that their self-reported experiences of teaching and learning were positive ($M = 4.2517$ on a five-point scale). Student participants also demonstrated a preference for deeper approaches to learning and studying ($M = 3.0472$), with a mean difference of 0.6397. Data analysis for the faculty instruments demonstrate that

faculty members' self-reported beliefs about learning and learners were more learner-centered ($M = 2.47333$) than non-learner-centered, with a mean difference of 0.84. Likewise, self-reported approaches to teaching were demonstrated to be more conceptual change-student focused ($M = 3.3708$) than information transmission-teacher focused, with a mean difference of 0.85. Andragogical principles leading to heutagogy are more present in conceptual change-student centered approaches to teaching and learner-centered beliefs and practice.

Finally, a comparison of student approaches to learning on the R-SPQ-2F and faculty approaches to teaching on the ATI were comparable, with a combined mean difference of 0.0591. This finding indicates that students and faculty have comparable perceptions of the level of pedagogical, andragogical, and heutagogical principles present in their teaching and learning experiences. Chapter 5 will present a summary of the study, implications for practice, recommendation for further research, and a discussion of the limitations and delimitations of this study.

CHAPTER 5: DISCUSSION

The purpose of this quantitative descriptive survey study was to examine the perceptions of pedagogical, andragogical, and heutagogical learning principles among humanities faculty and undergraduate students. Previous research indicated a connection between learner-centered (or student-centered) attitudes, beliefs, and learning principles and greater student autonomy, self-direction, and self-determination (Knowles et al., 2011). Previous research indicated little agreement between faculty and undergraduate students in the biological sciences regarding learner centeredness (Heim & Holt, 2018). In addition, research among undergraduate business student demonstrated that there could be a relationship between how student perceive their learning environments and how instructors approach their teaching (Uiboleht et al., 2018). This study, though not qualitative, does build on Heim and Holt's recommendation that a similar study be conducted in a different discipline and examine student and faculty perceptions of learning and teaching. A lack of research based on the perceptions of humanities faculty and students demonstrated a need to examine that population.

The study was conducted in Fall, 2020 and utilized a convenience and snowball sample of students and faculty across humanities-related disciplines at a small, Christian liberal-arts university in southern California. With permission (Appendix C), four previously designed and validated surveys were distributed to participants: Shortened Experiences of Teaching and Learning, section 4 (SETLQ), Revised Two-Factor Study Process Questionnaire (R-SPQ-2F), Approaches to Teaching Inventory (ATI), and the short form of Assessment of Learner-Centered Practices (ALCP).

Quantitative analysis yielded descriptive statistics that demonstrate the level of agreement with pedagogical, andragogical, and heutagogical learning principles and beliefs among faculty

and students. Survey responses from 15 faculty and 53 students constituted the data. Comparison of student responses from R-SPQ-2F and faculty responses from ATI demonstrated comparable perceptions of the level of pedagogical, andragogical, and heutagogical principles in the beliefs about teaching, approaches to learning, and the teaching environment.

More detailed information regarding the problem statement, significance and purpose of the study, research questions, a review of the literature, research methodology, and the quantitative analysis framed by the research question were discussed in previous chapters. Chapter 5 will include a discussion on the summary of this study, implications for practices, recommendations for further research, and the limitations and delimitations of this study. The chapter will end with conclusions and a summary.

Summary of the Study

The results of this study demonstrate students and faculty perceive a similar presence of pedagogical, andragogical, and heutagogical principles in their attitudes toward and experiences of teaching and learning. This differs from Heim and Holt's (2018) findings that faculty and student perceptions of teaching and learning differ. Data analysis related to the perceptions of learner-centered and teacher-centered instruction as indicators of the use of pedagogical, andragogical, and heutagogical principles demonstrated that students and faculty both perceived instruction, teaching, and environment to be located in the area of the pedagogy-andragogy-heutagogy (PAH) continuum corresponding to cultivation of knowledge. Students' responses indicate that they find their learning environment and experiences appropriate to their educational needs, level of development, and progress along the pedagogical-andragogical-heutagogical continuum. Higher scores on deeper approaches to learning indicate greater autonomy and self-determination, key principles of andragogy and heutagogy.

McCombs and Miller (2007) wrote that learner-centered instructors recognize all students as learners, not simply capable of learning. Consequently, these teachers promote competence, autonomy, and relatedness, which foster greater motivation and engagement (p. 36). A number of andragogical and heutagogical learning principles are recognized as learner-centered practices: active participation, opportunities for choice, analytical and conceptual thinking, interest in and recognition of student experiences (McCombs & Miller, 2007). Students also perceive learner-centered teachers as more effective (McCombs & Miller, p. 36), which was demonstrated in Figure 3. 1. As students move along the continuum from pedagogy to heutagogy, working with learner-centered faculty and experiencing learner-centered practices will promote greater andragogical efficacy as undergraduates in cultivation of their learning and greater experience with academic autonomy and greater self-directedness, creating a strong foundation for academic self-determination and realization of knowledge. Faculty responses indicated recognition of the student as individuals, creating a safe space for learning, fostering student relationships, and promoting autonomy. Table 8. 1 organizes faculty responses in relation to andragogical principles.

Implications for Practice

Cultivating Relationships

As indicated by this study, faculty acknowledge the importance of and need for developing relationships with students. Student responses from this study demonstrate they are receptive to and value the knowledge, enthusiasm, and rapport of the faculty. This demonstrates a strong connection between connections between students and faculty and high levels of engagement that are necessary for student autonomy and deep learning approaches. Similarly, Haug et al. (2019) mentioned that students value peer involvement as an important avenue of

connection to their learning environments. Students' responses to the survey indicated they felt supported by their peers when asking for help or working in their learning environments.

Stakeholders involved in campus and academic culture at small liberal arts universities should continue their commitment to cultivating relationships and seek to broaden those connections. These institutions have a unique opportunity to create and foster lasting relationships between students and between students and faculty. The humanities, in particular, offer a multitude of arenas for discussion, debate, cooperation, and collaboration. One method to accomplish this is to continue using or begin included aspects of appreciative andragogy (Johnson, 2014). Some of these concepts include heightened critical thinking and inquiry, self-reflection, and acknowledging students' experiences, goals and interests, and approaching teaching as an academic mentorship. New undergraduates, as well as those who are poised for graduation, will continue to benefit from the variety and depth of connections available to them.

Recognizing Student Experience and Readiness

Two situations have an enormous impact on student readiness: K-12 education and socio-economic factors. To state that there is a disparity in these experiences among undergraduates is an understatement. As mentioned in Chapter 2, student experiences range from dependence and extrinsic responsibility for learning to self-efficacy and internal responsibility for learning (Blaschke, 2012; Pew, 2007). Higher education institutions can take several steps to raise awareness among the faculty and student services personnel in regard to student experience and readiness:

- Abandon the “college-ready paradigm.” Colleges and universities must be “student-ready institutions” (White, 2016, para.6). Institutional behavior, rather than so-called student preparedness, are the key to student success. Some of these strategies include employing

technology and predictive analytics to aid in anticipating academic challenges to provide focused support for students and providing incentives for students to enroll in 15 credit hours (White, 2016).

- Recognize and respond to risk factors impacting college persistence and success. These include, but are not limited to, financial concerns, emotional vulnerability due to PTSD or other trauma, first-generation college student, and cultural/language barriers (Horton, 2015).

Addressing Assumptions Regarding Teaching and Learning Strategies

Although pedagogy, andragogy, and heutagogy provide a general framework through which to understand the development of learners and their characteristics, it is still important to recognize the importance of differentiation and personalization in the learning experience at the tertiary level. There is a place for pedagogical, andragogical, and heutagogical approaches throughout K-12 and post-secondary education. The use of personalized and individual lesson plans for students as young as kindergarten demonstrates the effective application of autonomy in a way that is developmentally appropriate.

One approach that integrates pedagogy, andragogy, and heutagogy is the Modern Classrooms Project. For example, students complete a lecture or view a demonstration and take guided notes or complete a task to demonstrate participation in the presentation of the concept. Students then partake in learning experiences designed to extend, enrich, and when appropriate, provide additional choices in their learning. This process is iterative in nature, allowing students the opportunity to revise and edit their work in order to gain a deeper understanding of the concept but also to promote ownership of their learning. A mastery check confirms that the student has a sufficient understanding of the learning target. All of this takes place in a self-

paced environment. According to Wolf et al. (2020), more than half of the students surveyed believed that they became more technologically confident and taught themselves new academic content and skills in their Modern Classroom course; in addition, 70% expressed a desire to take more classes like it. More than 80% of instructors reported feeling that they were able to serve all students at different levels of understanding and had ample opportunities to work with each student during class. The results of both student and faculty surveys were statistically significant when compared to the control group.

Leveraging Pedagogy to Promote Andragogy

As Thais (2019) demonstrated in the PAH continuum and Trigwell et al. (1999) posited, aspects of pedagogy are necessary for success in the traditional university model. Student and faculty survey responses revealed a balance of pedagogical and andragogical beliefs and approaches, with greater emphasis and experience reported with andragogy. Figure 6. 1 illustrates how andragogy and the cultivation of knowledge is built upon pedagogy and engagement. Faculty can support continued and expanded use of andragogical principles in a few ways:

- Incorporate opportunities for iterative learning. The data suggests that students are receptive to instructors' feedback and respect them as academics and content area experts.
- Continue to emphasize a culture of learning. The iterative process, as well as opportunities for meaningful feedback and collaboration, strengthens relationships between students, as well as between students and instructors. An iterative approach is appropriate for pedagogical and andragogical purposes in addition to being a critical component of heutagogy.

- Make room for self-direction. Self-direction can be a part of a course or it can look like students creating their own programs of study.
- Promote collaboration over competition. Cultivating wise, curious, and moral citizens requires development of social intelligence and cooperative responsibility for shared goals and outcomes.

Small, liberal arts institutions, with their smaller class sizes and student-to-instructor ratio, are ideal venues to incorporate programs that develop deep approaches to learning and a conceptual change model of instructions. Fostering capability and self-efficacy among undergraduate positions them for success after graduation in whatever endeavors they pursue.

Building Bridges to Heutagogy

According to Halupa (2015), heutagogy has enormous transformative potential. Supporting students in knowing how to learn, focusing on the learning process, and recognizing that learning is not circumscribed by discipline prepares them to take initiative in choosing their own learning experiences not only in academia, but in the wider world. Opportunities for students to take part in action learning, reflection, experiences, and interaction with others will enable them to apply the skills and knowledge they have acquired to new situations. Some heutagogical experiences that can help students begin or continue to transition to self-determined learning include:

- Experience-based learning opportunities. These include service learning, internships, guided discovery, field study, and study abroad opportunities.
- Self-paced learning. The Self-Determined Learning Model of Instruction (SDLMI) and Competency-Based Instruction are both models that promote student autonomy and support self-determined learning.

- Course design. Heutagogical course designs include learning contracts, learner-directed questions, flexible curriculum, and negotiated assessments. Blaschke (2012) recommended that learning contracts be learner-defined.
- Action research. Action research projects are determined by the researcher. This is a powerful learning experience since the research is relevant to the participant and the findings will be meaningful and applicable.

Recommendations for Further Research

Limitations

The main limitation of this study is the small sample size of the faculty population. The researcher surveyed students at a liberal arts college, which typically have smaller faculties than do research institutions. However, Harris (2014) stated that studies with fewer than 100 participants can still make significant contributions to the literature. Thus, a small sample size in one, or both, groups, does not preclude a worthwhile contribution to literature and practice. Additionally, faculty teach more than one section of each course and often multiple courses. On the other hand, this could affect generalizability (Simon & Goes, 2013). Using an online survey does have distribution limitations; however, the targeted populations of both groups are accustomed to utilizing technology and the intended email addresses are affiliated with an institution. An additional limitation is a gap in the literature in regard to research based on students and faculty humanities courses. As present earlier, most of the research regarding faculty and student perceptions of pedagogical, andragogical, and heutagogical approaches have taken place in business or science courses.

Survey design possesses inherent limitations. One limitation is the inability to correlate variables or determine cause and effect. Another limitation is the lack of statistical analysis using

the manipulation of independent variables. In addition, individual surveys are not designed to follow trends as they occur or over short periods of time (Simon & Goes, 2013). This study seeks to do none of these; rather, its end is to document the perceptions of two independent groups. The use of existing surveys minimizes researcher bias by eliminating tone, demeanor, and inconsistent delivery of instructions or analysis of conversation and open-ended questions.

The university itself is a limitation. Student enrollment at a small, Christian liberal-arts university does not provide the same diversity of gender, race, self-efficacy, socio-economic background, and independence as would a state college or university. The size of the faculty sample and the representation of only one type of university are also study limitations.

A final limitation was the ongoing COVID-19 pandemic. The researcher and the study site are both located in California, which presented difficulties of carrying out any in-person recruitment of participants, in-person explanation of the study or instruments, and in-person administration of the surveys. The study site conducted classes both face-to-face and in person; however, the researcher was further limited by status as a member of a household with immune-compromised family members and stipulations by employer in regard to contact with persons outside of the CDC-recommended guidelines. It is also possible the shift from in-person to remote instruction had an impact on student and faculty perceptions of their learning and teaching environments.

Further research conducted on this topic should include multiple liberal-arts institutions, thus increasing the sample size of both target populations and expand the diversity of the participants. Comparing responses by discipline within the humanities and including a qualitative component will add more depth to the findings. Pursuing a longitudinal study at either the institutional or departmental level could provide greater insight into promoting and supporting

student autonomy, self-directedness, and development of an orientation toward lifelong learning. The ability to work within closer proximity than was permitted by state and local guidelines due to the COVID-19 pandemic will afford the researcher(s) increased access to target populations and the ability to promote participation in the study.

Delimitations

The purpose of this study is to compare the perceptions of educational principles used in undergraduate instruction. As such, this study does not seek to evaluate any particular course, program, or department at the research site, nor does it attempt to make generalizations regarding the professional duties of faculty members or academic success of students who participated in the study.

One delimitation of this study is the university being studied. The researcher sought to investigate the perceptions of faculty and students at a small, Christian liberal-arts university to contribute findings directly relevant to this under-researched group of institutions. The final delimitation is using Likert-scale type survey instruments, since it eliminates biases in how responses are interpreted or coded.

Conclusion

This study on the perceptions of undergraduate humanities students and faculty on the use of pedagogical, andragogical, and heutagogical learning principles found that both faculty and students perceived that a balance of pedagogical and andragogical principles were present in their teaching and learning environments. Both groups also demonstrated a greater use of andragogical principles, as indicated by students' deep approaches to learning and studying and a conceptual change-student focused faculty orientation to teaching and learning.

This study addresses a gap in research on the PAH continuum in undergraduate

humanities courses, as well as studies on the PAH continuum in private, non-profit liberal arts universities. Hopefully this research contributed to an understanding of student and faculty perceptions of their teaching and learning environments at the study site. I hope that these findings support the work being done by the faculty at the study site, provide evidence of student satisfaction with and appreciation of their teaching and course design, a general—although limited—snapshot of the faculty’s beliefs regarding student-centered practices, and provide some considerations for potential innovation. I hope that future studies on adult learning theory acknowledge in greater proportion the experiences and attitudes of humanities faculty and students, as well as increased application of the PAH continuum in undergraduate education across the disciplines.

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APPENDICES

Appendix A: Institutional Review Board Approval

INSTITUTIONAL REVIEW BOARD (IRB) DECISION FORM

Review Date	9/15/2020	
Reviewer ID#	Reviewer 212775	
Category	x Expedited Review 45 CFR 46.110 Full Board Review 45 CFR 46	
IRB Application #	5692	
Title of Project	The Use of Pedagogical, Andragogical, and Heutagogical Learning Principles	
Principal Investigator Name (PI)	Elizabeth Alpert	
PI Email (use CUI email, if applicable)	elizabeth.alpert@eagles.cui.edu	

DECISION**X Approved**

Effective duration of the IRB Approval: 9/15/2020_ to _8/15/2021_ (just file for an IRB extension before your end date if necessary)

For Expedited and Full Board Approved, Please Note:

- The IRB's approval is only for the project protocol named above. Any changes are subject to review and approval by the IRB.*
- Any adverse events must be reported to the IRB.*
- An annual report or report upon completion is required for each project. If the project is to continue beyond the twelve month period, a request for continuation of approval should be made in writing. Any deviations from the approved protocol should be noted.*

 Needs revision and resubmission **Not approved****COMMENTS**

As with any study, please take care to adhere closely to the standards that come along with conducting human subjects research, take all COVID precautions, and obtain IRB/site authorization permissions from other institutions if needed.

Good luck with your research!

Appendix B: CITI Certificate

		Completion Date 24-Jun-2019 Expiration Date 23-Jun-2022 Record ID 32183427
This is to certify that:		
<p>Elizabeth Alpert</p>		
Has completed the following CITI Program course:		
<p> Social & Behavioral Research - Basic/Refresher (Curriculum Group) Social & Behavioral Research - Basic/Refresher (Course Learner Group) 1 - Basic Course (Stage) </p>		
<div style="border: 1px solid black; padding: 2px;"> Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report). </div>		
Under requirements set by:		
<p>Concordia University Portland</p>		
		
Verify at www.citiprogram.org/verify/?wff9ce1e9-c4d8-447b-a40b-4b275a99a61e-32183427		

Appendix C: Site Authorization

Appendix J



APPENDIX J: SITE AUTHORIZATION

Title of Study	The Use of Pedagogical, Andragogical, and Heutagogical Learning Principles in Undergraduate Humanities Courses: A Comparison of Student and
Researcher/s	Faculty Perceptions (cont'd from above) Elizabeth Cottrell Alpert
Researcher/s' Affiliation with Site	EdD student
Researcher/s' Phone Numbers	(817) 271-4556
Researcher/s' CUI Email (unless not from CUI)	elizabeth.alpert@eagles.cui.edu
Researcher/s' University Supervisor	Blanca Quiroz
Univ. Supervisor's Phone & Email	blanca.quiroz@cui.edu (949) 214-3540
Location/s where Study will Occur	Online/via email; Concordia University Irvine

Purpose of Study (1-2 paragraphs)

The purpose of this quantitative survey study is to determine to what extent the perceptions of humanities faculty members and undergraduate humanities students differ in regard to pedagogical, andragogical, and heutagogical learning principles at the undergraduate level. Research has shown faculty and student perceptions of learner centeredness in the biological sciences do not agree, but the researchers stated a need to conduct research in a different discipline. Research among undergraduate business students yielded finding that could indicate a relationship between how instructors approach teaching and how students perceived their learning environment. These researchers also recommended surveys and research be conducted in other disciplines to better frame their findings.

The review of the literature suggests a gap in research that could be narrowed or filled by surveying and interpreting data from faculty and undergraduate students in humanities-related disciplines. This study will address this gap in the literature and the need to study this phenomenon by gathering information on the perceptions and experiences of students and faculty in the college of humanities at a small, Christian liberal-arts university.

Procedures to be Followed

1. Separate student and faculty recruitment emails will be distributed via Concordia University Irvine's email network. The recruitment email will contain the invitation to participate in the survey and a clickable link to connect to the survey.
2. Students who choose to participate will then complete the informed consent statement before entering the survey itself. Students will complete the survey. The responses are then released to the researcher.
3. Faculty who choose to participate will then complete the informed consent statement before entering the survey itself. Faculty will complete the survey, with the option to share the survey link with humanities faculty members outside of their department and university. The responses are then released to the researcher.
4. After the data is collected, the researcher will analyze the data following the guiding documents for each instrument.
5. An aggregated score for student perceptions and faculty perceptions will be tallied.
6. The student and faculty perception scores will be analyzed using ANOVA.

Appendix J



7. The researcher will examine the data for findings that indicate whether students and faculty have similar perceptions of the learning environment and experiences.

Time and Duration of Study

September 2020-August 2021

Benefits of Study

This study will help to narrow the current knowledge gap that contributes to an ongoing separation of faculty expectations and student experiences. Course designers, teaching faculty, and students will benefit from data that will improve and direct course designs and teaching strategies in ways that will promote student autonomy and self-determined learning by the end of the undergraduate experience.

Persons who will have access to the records, data, tapes, or other documentation (see Application Process Step C.3 of Handbook)

Elizabeth Cottrell Alpert

Date when the records, data, tapes, or other documentation will be destroyed: 05.01.2024

Researcher's Signature Elizabeth Cottrell Alpert Digitally signed by Elizabeth Cottrell Alpert
Date: 2020.07.20 11:07:00 -07'00' Date 07.20.20

Authorization

I understand that participation in this study is confidential. Only the researcher, collaborators, and supervising professor will have access to participants' identities and to information that can be associated with their identities. Please check the appropriate box below and sign the form:

I give permission for my organization to participate in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

I do not give permission for my organization to participate in this project.

Authorized Signature Deborah Lee Digitally signed by Deborah Lee
Date: 2020.09.14 17:28:10 -07'00' Date 9/14/2020

Printed Name & Title Deborah Lee, Director of Institutional Research

Appendix D: Permissions to Use Instruments



Permission to use Approaches to Teachign survey

1 message

Keith Trigwell <keithtrig@gmail.com>

Tue, Jul 21, 2020 at 01:24

To: Alpert, Elizabeth <elizabeth.alpert@eagles.cui.edu>

And G'day to you too. You can almost speak Australlian.

Yes, please go ahead and use it. I have attached the inventory and some accompanying notes for your use. I hope it is helpful.

Keith

[Quoted text hidden]

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Enhancing
Teaching and Learning Environments
in Undergraduate Courses



Shortened Experiences of Teaching and Learning Questionnaire (SETLQ)

The Shortened Experiences of Teaching and Learning Questionnaire was produced as part of the Enhancing Teaching-Learning Environments in Undergraduate Courses Project. The project was funded as part of the ESRC's Teaching and Learning Research Programme from January 2001 to June 2005. It was designed to explore ways of strengthening the teaching-learning environments experienced by students taking degree-level courses, so as to enhance their achievement. You are welcome to use the questionnaire, provided that the project is acknowledged. Unfortunately, due to the number of requests we receive, members of the project team are not in a position to provide individual guidance in using the questionnaire or support for analysing the results. The questionnaire was developed from the Learning and Studying Questionnaire (LSQ) and the Experiences of Teaching and Learning Questionnaire (ETLQ) which were used on the ETL Project.

This SETLQ consists of six sections, the first two of which contain items covering reasons for taking the degree programme (learning orientations) and reasons for taking a particular course unit or module. The third section is an inventory which produces three scale scores (composites of several items) describing differences in students' general approaches to learning and studying. The fourth section is a set of items designed to describe aspects of students' perceptions of their teaching-learning environment in a particular course unit, which are expected to influence the ways in which they go about learning and studying. The fifth and sixth sections respectively explore students' perceptions of the demands made on them by their course units and their perceptions of what they have learned in these course units. The final item asks students to rate how well they think they are doing.

Scoring Procedure

For most of the items in the questionnaires, students respond on a 1 – 5 scale (5=high). The exception is the item asking about students' self-rating which has a 1 – 9 scale. Subscales are formed by adding together the responses on the items in that subscale and dividing the total by the number of items. Scoring can be carried out by computer, using a program such as SPSS. Each item is set as a variable and then a subscale total is produced by creating a new variable by summing the items.

Further Information

For further information about how these questionnaires were developed, see the ETL Project's *Occasional Report 1: Approaches to Studying and Perceptions of Teaching-Learning Environments: Concepts, Measures and Preliminary Findings*, which you can download from the project web site at <http://www.ed.ac.uk/etl>

ETL Project, Higher and Community Education, The School of Education, University of Edinburgh, Paterson's Land, Holyrood Road, Edinburgh EH 8 8AQ, tel: +44 (0)131 651 6669, email: etl@ed.ac.uk, URL: <http://www.ed.ac.uk/etl>

7/20/2020

Students' Approaches to Learning | John Biggs

John Biggs

writer, academic, traveller

Students' Approaches to Learning

STUDENTS' APPROACHES TO LEARNING

In 1976, Swedish researchers Ference Marton and Roger Saljö demonstrated that students learn not what teachers think they should learn, but what students perceive the task to demand of them. Students using a 'surface' approach see a task as requiring specific answers to questions, so they rote learn bits and pieces; students using a 'deep' approach want to understand, so they focus on themes and main ideas.

My own take on this was to develop questionnaires assessing approaches to learning, the Learning Process Questionnaire (LPQ for school students) and the Study Process Questionnaire (SPQ for tertiary students) to assess students' use of these approaches, with the addition of an 'achieving' approach, which students use to maximise grades. The following article summarises my work on this: 'The role of metalearning in study processes' (*British Journal of Educational Psychology*, 55, 185-212, 1985).

The Revised Study Process Questionnaire (R-SPQ-2F), uses only surface and deep motives and strategies, and with total approach scores. It, with explanatory article, can be downloaded free of charge and used for research purposes as long as it is acknowledged in the usual way. Please note that the R-SPQ-2F is designed to reflect students' approaches to learning in their *current teaching context*, so it is an instrument to evaluate teaching rather than one that characterises students as "surface learners" or "deep learners". The earlier instrument had been used also to label students (he is a surface learner and she is a deep learner) but I now think that that is inappropriate. I have had a lot of correspondence from researchers who want to use the instrument for labelling students, that is as an independent variable, but it should not be so used; it provides a set of dependent variables that may be used for assessing teaching. This point is elaborated in the article:

[Download Article and R-SPQ-2F Questionnaire](#) 

Appendix E: Informed Consent Statement

INFORMED CONSENT

PROJECT TITLE: The Use of Pedagogical, Andragogical, and Heutagogical Learning Principles in Undergraduate Humanities Courses: A Comparison of Student and Faculty Perceptions

The study in which you are being asked to participate is designed to investigate the difference to which faculty and students perceive educational principles. This study is being conducted by Elizabeth Cottrell Alpert under the supervision of Dr. Blanca Quiroz, Associate Professor of Education, Concordia University Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this research is to determine how best to support undergraduate learning in humanities courses at small, Christian liberal-arts school such as CUI.

DESCRIPTION: You will take a survey that will ask you to describe your attitudes and experiences in undergraduate classes. Each section of the survey will have instructions to guide you.

PARTICIPATION: Participation in the survey is voluntary. If you choose not to participate or to end your participation during the survey, there will be no penalty. Participants who complete the survey will have the opportunity to enter a raffle for one of four Amazon gift cards, value \$25 each, as a token of appreciation.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain confidential and stored in on a password-protected computer that requires two-factor identification, one of which is biometric and accessible only by the researcher.

DURATION: You should set aside 20-30 minutes to complete this survey.

RISKS: Completing tasks on devices can sometimes be uncomfortable. Please complete the survey in an environment that supports your comfort and accessibility.

BENEFITS: There are no immediate or specific benefits to which participants are entitled.

CONTACT: If there are questions about the research or your rights as a participant, please contact the researcher Elizabeth Alpert, phone (817) 271-4556; email elizabeth.alpert@eagles.cui.edu or advisor Dr. Blanca Quiroz, phone: (949) 214-3430; email blanca.quiroz@cui.edu.

RESULTS: Results of this survey and research can be obtained through ProQuest

CONFIRMATION STATEMENT:

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

SIGNATURE: Clicking “Begin Survey” indicates that you understand this information and agree to participate.

Appendix F: Student Surveys

Questionnaire 1 is the R-SQP-2F; Questionnaire 2 is the SETLQ

12/20/2020

Student Survey

Student Survey

Thank you for your interest in participating in this important survey! Please read the Informed Consent statement below and indicate whether you agree to participate in this survey.

INFORMED CONSENT

PROJECT TITLE: The Use of Pedagogical, Andragogical, and Heutagogical Learning Principles in Undergraduate Humanities Courses: A Comparison of Student and Faculty Perceptions The study in which you are being asked to participate is designed to investigate the difference to which faculty and students perceive educational principles. This study is being conducted by Elizabeth Cottrell Alpert under the supervision of Dr. Blanca Quiroz, Associate Professor of Education, Concordia University Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this research is to determine how best to support undergraduate learning in humanities courses at small, Christian liberal-arts school such as CUI.

DESCRIPTION: You will take a survey that will ask you to describe your attitudes and experiences in undergraduate classes. Your responses will correspond to practices and attitudes that deal with pedagogy (teaching and learning for young people), andragogy (teaching and learning for adults), and heutagogy (learning pursued by an individual). Each section of the survey will have instructions to guide you.

PARTICIPATION: Participation in the survey is voluntary. Students are under no obligation as part of their coursework to complete the survey. Faculty are under no obligation by their department to complete the survey. If you choose not to participate or to end your participation during the survey, there will be no penalty. Participants who complete the survey will have the opportunity to enter a raffle for one of four Amazon gift cards, value \$25 each, as a token of appreciation.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain confidential and stored in on a password-protected computer that requires two-factor identification, one of which is biometric and accessible only by the researcher. However, breaches can occur, so your confidentiality is not guaranteed. Names and identifiers will not be used in the reporting of the data. Data will be stored for three years, after which it will be destroyed. IP addresses will not be collected.

DURATION: You should set aside 20-30 minutes to complete this survey.

RISKS: Completing tasks on devices can sometimes be uncomfortable. Please complete the survey in an environment that supports your comfort and accessibility. While this survey is confidential, loss of privacy can occur.

BENEFITS: There are no immediate or specific benefits to which participants are entitled.

CONTACT: If there are questions about the research or your rights as a participant, please

<https://docs.google.com/forms/d/1xKWceNo2Z-kilcpW1aLLPP1N7CUQDRhV5G2PcnLJBhw/edit>

1/18

12/20/2020

Student Survey

contact the researcher Elizabeth Alpert, phone (817) 271-4556; email alpert.survey@gmail.com or advisor Dr. Blanca Quiroz, phone: (949) 214-3430; email blanca.quiroz@cuu.edu.

RESULTS: Results of this survey and research can be obtained through ProQuest

CONFIRMATION STATEMENT:

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

SIGNATURE: Click the check box provided to verify you are at least 18 years old and agree to volunteer to complete the survey.

* Required

1. Email address *

2. I verify that I am at least 18 years old and agree to volunteer to complete the survey.

*

Check all that apply.

Yes.

Questionnaire

1

Think about a humanities course you have taken recently or are currently taking. Reminder: the humanities include courses in English composition, history, literature, visual arts, performing arts, music, sociology, anthropology, psychology, and foreign languages.

This questionnaire has a number of questions about your attitudes towards your studies and your usual way of studying. There is no *right* way of studying. It depends on what suits your own style and the course you are studying. It is important that you answer each question as honestly as you can. If you think your answer to a question would depend on the subject being studied, give the answer that would apply to the subject(s) most important to you.

Choose the *one* most appropriate response to each question. Select the response that best fits your immediate reaction. Do not spend a long time on each item; your first reaction is probably the best one. Please answer each item. Do not worry about projecting a good image. Your answers are CONFIDENTIAL.

There are 20 questions in this section.

12/20/2020

Student Survey

3. 1. I find that at times studying gives me a feeling of deep personal satisfaction. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

4. 2. I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

5. 3. My aim is to pass the course while doing as little work as possible. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

6. 4. I only study seriously what is given out in class or in the course outlines. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

7. 5. I feel that virtually any topic can be highly interesting once I get into it. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

8. 6. I find most new topics interesting and often spend extra time trying to obtain more information about them. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
 B- this item is SOMETIMES true of me
 C- this item is true of me ABOUT HALF THE TIME
 D- this item is FREQUENTLY true of me
 E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

9. 7. I do not find my course very interesting, so I keep my work to the minimum. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

10. 8. I learn some things by rote, going over and over them until I know them by heart even if I do not understand them. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

11. 9. I find that studying academic topics can at times be as exciting as a good novel or movie. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

12. 10. I test myself on important topics until I understand them completely. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

13. 11. I find I can get by in most assessments by memorizing key sections rather than trying to understand them. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

14. 12. I generally restrict my study to what is specifically set, as I think it is unnecessary to do anything extra. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

15. 13. I work hard at my studies because I find the material interesting. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

16. 14. I spend a lot of my free time finding out more about interesting topics that have been discussed in different classes. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

17. 15. I find it is not helpful to study topics in depth. It confuses and wastes time when all you need is a passing acquaintance with topics. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

18. 16. I believe that lectures should not expect students to spend significant amounts of time studying material everyone knows will not be examined. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

19. 17. I come to most classes with questions in mind that I want to be answered. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

20. 18. I make a point of looking at most of the suggested readings that go with the lectures. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

12/20/2020

Student Survey

21. 19. I see no point in learning material that is not likely to be in the examination. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

22. 20. I find the best way to pass examinations is to try to remember answers to likely questions. *

Check all that apply.

- A- this item is NEVER or ONLY RARELY true of me
- B- this item is SOMETIMES true of me
- C- this item is true of me ABOUT HALF THE TIME
- D- this item is FREQUENTLY true of me
- E- this item is ALWAYS or ALMOST ALWAYS true of me

Questionnaire 2

Think about a humanities course you have taken recently or are currently taking.
Reminder: the humanities include courses in English composition, history, literature, visual arts, performing arts, music, sociology, anthropology, psychology, and foreign languages.

This questionnaire has been designed to allow you to describe, in a systematic way, your reactions to the course you have been studying and how you have gone about learning it. We will be asking you a series of questions, some of which overlap so as to provide a good overall coverage of different experiences. Most of the items are based on comments made by other students.

Please respond truthfully, so that your answer will describe your actual ways of studying, and work your way through the questionnaire quickly. It is important that you respond to every item, even if that means using the "unsure" category. Your answers will be CONFIDENTIAL.

There are 25 questions. Try to avoid using "unsure."

12/20/2020

Student Survey

23. 1. It was clear to me what I was supposed to learn in this course. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

24. 2. The topics seemed to follow each other in a way that made sense. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

25. 3. What we were taught seemed to match what we were supposed to learn. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

26. 4. The handouts and other materials we were given helped me to understand the course. *

Check all that apply.

- Agree
 Agree somewhat
 Disagree somewhat
 Disagree
 Unsure

27. 5. I could see how the course assignments fitted in with what we were supposed to learn. *

Check all that apply.

- Agree
 Agree somewhat
 Disagree somewhat
 Disagree
 Unsure

28. 6. We were given a good deal of choice over how we went about learning. *

Check all that apply.

- Agree
 Agree somewhat
 Disagree somewhat
 Disagree
 Unsure

12/20/2020

Student Survey

29. 7. We were allowed some choice over what aspects of the course to concentrate on. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

30. 8. In this course, I was prompted to think about how well I was learning and how I might improve. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

31. 9. The teaching encouraged me to rethink my understanding of some aspects of the subject. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

32. 10. This course has given me a sense of what goes on "behind the scenes" in this subject area. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

33. 11. The teaching in this course helped me to think about the evidence underpinning different views. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

34. 12. This course encouraged me to relate what I learned to issues in the wider world. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

35. 13. It was clear to me what was expected in the assessed work for this course. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

36. 14. I was encouraged to think about how best to tackle the assignments. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

37. 15. The feedback given on my work helped me to improve my ways of learning and studying. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

38. 16. Staff gave me the support I needed to help me complete the set work for this course. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

39. 17. The feedback given on my assignments helped to clarify things I had not fully understood. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

40. 18. You had to really understand the subject to get a good mark in this course. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

41. 19. To do well in this course, you had to think critically about the topics. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

42. 20. Staff tried to share their enthusiasm about the subject with us. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

43. 21. Staff were patient in explaining things that seemed difficult to grasp. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

44. 22. Students supported each other and tried to give help when it was needed. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

45. 23. Talking with other students helped me develop my understanding. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

46. 24. I found most of what I learned in this course really interesting. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

12/20/2020

Student Survey

47. 25. I enjoyed being involved in this course. *

Check all that apply.

- Agree
- Agree somewhat
- Disagree somewhat
- Disagree
- Unsure

Optional
Drawing

The researcher thanks you for taking the time to participate in this survey. As a token of appreciation, you may choose to enter a drawing for an Amazon gift card. Please remember to submit your survey! Thank you again, and best wishes on your academic endeavors.

48. Please indicate your interest in a drawing for an Amazon gift card, amount \$25. There will be four student winners. *

Mark only one oval.

- Yes, please!
- No, thank you.

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Appendix G: Means for Student Survey Responses

Question	Mean
3	3.1698
4	3.6226
5	2.1698
6	2.9623
7	3.3208
8	2.9622
9	1.8302
10	2.6415
11	2.9811
12	3.0566
13	2.3962
14	2.4717
15	3.4528
16	2.0755
17	1.6604
18	2.7170
19	2.7170
20	3.1132
21	2.3019

22	2.9245
23	4.3962
24	4.6604
25	4.4906
26	4.4528
27	4.5094
28	3.2830
29	3.3208
30	4.0943
31	4.4717
32	4.3585
33	4.2830
34	4.3962
35	4.4151
36	4.2830
37	4.0943
38	4.3774
39	4.3019
40	4.0189
41	4.5094
42	4.8113

43	4.5283
44	4.3208
45	4.0377
46	4.3962
47	4.5660

Appendix H: Faculty Surveys

Questionnaire 1 is the ATI; Questionnaire 2 is the ALCP.

12/28/2020

Faculty Survey

Faculty Survey

Thank you for your interest in participating in this important survey! Please read the Informed Consent statement below and indicate whether you agree to participate in this survey.

INFORMED CONSENT

PROJECT TITLE: The Use of Pedagogical, Andragogical, and Heutagogical Learning Principles in Undergraduate Humanities Courses: A Comparison of Student and Faculty Perceptions The study in which you are being asked to participate is designed to investigate the difference to which faculty and students perceive educational principles. This study is being conducted by Elizabeth Cottrell Alpert under the supervision of Dr. Blanca Quiroz, Associate Professor of Education, Concordia University Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this research is to determine how best to support undergraduate learning in humanities courses at small, Christian liberal-arts school such as CUI.

DESCRIPTION: You will take a survey that will ask you to describe your attitudes and experiences in undergraduate classes. Your responses will correspond to practices and attitudes that deal with pedagogy (teaching and learning for young people), andragogy (teaching and learning for adults), and heutagogy (learning pursued by an individual). Each section of the survey will have instructions to guide you.

PARTICIPATION: Participation in the survey is voluntary. Students are under no obligation as part of their coursework to complete the survey. Faculty are under no obligation by their department to complete the survey. If you choose not to participate or to end your participation during the survey, there will be no penalty. Participants who complete the survey will have the opportunity to enter a raffle for one of four Amazon gift cards, value \$25 each, as a token of appreciation.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain confidential and stored on a password-protected computer that requires two-factor identification, one of which is biometric and accessible only by the researcher. However, breaches can occur, so your confidentiality is not guaranteed. Names and identifiers will not be used in the reporting of the data. Data will be stored for three years, after which it will be destroyed. IP addresses will not be collected.

DURATION: You should set aside 20-30 minutes to complete this survey.

RISKS: Completing tasks on devices can sometimes be uncomfortable. Please complete the survey in an environment that supports your comfort and accessibility. While this survey is confidential, loss of privacy can occur.

BENEFITS: There are no immediate or specific benefits to which participants are entitled.

CONTACT: If there are questions about the research or your rights as a participant, please https://docs.google.com/forms/d/1dOtGXAtIHU19dGdej6a_z1S24xRNBDy40Gam7n2HYHg/edit

12/28/2020

Faculty Survey

contact the researcher Elizabeth Alpert, phone (817) 271-4556; email alpert.survey@gmail.com or advisor Dr. Blanca Quiroz, phone: (949) 214-3430; email blanca.quiroz@cu.edu.

RESULTS: Results of this survey and research can be obtained through ProQuest

CONFIRMATION STATEMENT:

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

SIGNATURE: Click the check box provided to verify you are at least 18 years old and agree to volunteer to complete the survey.

* Required

1. Email address *

2. I verify that I am at least 18 years old and agree to volunteer to complete the survey.

*

Check all that apply.

Yes.

Questionnaire

1

Think about a humanities course you have taught recently or are currently teaching.

This inventory is designed to explore the way that academics go about teaching in a specific context or subject or course.

Please answer each item. Do not spend a long time on each; your first reaction is probably the best one.

There are 16 questions in this section.

12/28/2020

Faculty Survey

3. 1. I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

4. 2. I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

5. 3. In my interactions with students in this subject, I try to develop a conversation with them about the topics we are studying. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

12/28/2020

Faculty Survey

6. 4. I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

7. 5. I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

8. 6. I set aside some teaching time so that students can discuss, among themselves, the difficulties that they encounter studying this subject *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

12/28/2020

Faculty Survey

9. 7. In this subject, I concentrate on covering the information that might be available from a good textbook. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

10. 8. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

11. 9. In teaching sessions for this subject, I use difficult or undefined examples to provoke debate. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

12/28/2020

Faculty Survey

12. 10. I structure this subject to help students pass the formal assessment items. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

13. 11. I think an important reason for running teaching sessions in this subject is to give students a good set of notes. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

14. 12. In this subject, I only provide the students with the information they will need to pass the formal assessments. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

12/28/2020

Faculty Survey

15. 13. I feel that I should know the answers to any questions that students may put to me during this subject. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

16. 14. I make available opportunities in this subject for students to discuss their changing understanding of the subject. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

17. 15. I feel that it is better for students in this subject to generate their own notes rather than always copy mine. *

Check all that apply.

- Almost always true
- Frequently true
- Half of the time true
- Sometimes true
- Only rarely true

12/28/2020

Faculty Survey

18. 16. I feel a lot of teaching time in this subject should be used to question students' ideas. *

Check all that apply.

- Almost always true
 Frequently true
 Half of the time true
 Sometimes true
 Only rarely true

Questionnaire
2

Think about a humanities course you have taught recently or are currently teaching.

Please read each the statement below. Decide to what extent you agree or disagree with each statement. Choose the option that best matches your choice for each statement. Go with your first judgment and do not spend too much time on any one statement.

There are 15 questions. Please answer every question.

19. 1. In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

20. 2. It is impossible to work with students who refuse to learn. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

12/28/2020

Faculty Survey

21. 3. No matter how badly a teacher feels, s/he has a responsibility to not let students know about those feelings. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

22. 4. Taking the time to create caring relationships with my students is the most important element for student achievement. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

23. 5. I cannot help feeling upset and inadequate when dealing with difficult students.
*

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

12/28/2020

Faculty Survey

24. 6. If I do not prompt or provide direction for student questions, they will not get the right answer. *

Check all that apply.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

25. 7. I can help students who are uninterested in learning get in touch with their natural motivation to learn. *

Check all that apply.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

26. 8. No matter what I do or how hard I try, there are some students who are unreachable. *

Check all that apply.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

12/28/2020

Faculty Survey

27. 9. Knowledge of the subject area is the most important part of being an effective teacher. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

28. 10. Students will be more motivated to learn if teachers get to know them at a personal level. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

29. 11. Innate ability is fairly fixed, and some students cannot learn as well as others. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

30. 12. One of the most important things I can teach students is how to follow the rules and do what is expected of them. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

12/28/2020

Faculty Survey

31. 13. Being willing to share who I am as a person with my students facilitates learning more than being an authority figure. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

32. 14. Even with feedback, some students just cannot figure out their mistakes. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

33. 15. I am responsible for what my students learn and how they learn. *

Check all that apply.

- Strongly agree
 Somewhat agree
 Somewhat disagree
 Strongly disagree

Optional
Drawing

The researcher thanks you for taking the time to participate in this survey. As a token of appreciation, you may choose to enter a drawing for an Amazon gift card. Please remember to submit your survey! Thank you again, and best wishes on your academic endeavors.

Appendix I: Means for Faculty Survey Responses

Question	Mean
3	3.7333
4	2.6667
5	4.3
6	2.6667
7	3.4
8	1.8667
9	2.6
10	4.2
11	2.0667
12	2.5333
13	1.7
14	1.2667
15	3.0
16	3.7333
17	4.4667
18	2.9333
19	3.4333
20	2.8
21	2.2667

22	3.1333
23	2.4
24	1.9333
25	2.8667
26	2.4333
27	2.6
28	3.3333
29	2.2667
30	1.8
31	3.4
32	2.4667
33	2.9667