**Abstract**

Andragogical and heutagogical theories inform the design of an undergraduate Introduction to Management course - taught online in 2020 – which included an assessment task requiring students to create a visual metaphor of their understanding of some key management principles. To display their art work they worked in a set of teams creating and hosting a Virtual Art Gallery ( <https://artgallery21.godaddysites.com/main-page> )

This experiential session employs principles informing the design of these tasks. Some images will be explored in depth to unpack individual artists quite diverse images exploring their responses to course content. The team task was entirely student driven.

**Introduction**

Undergraduate Introduction to Management courses have a vast array of potential content. Much of the content is conceptual and abstract, making it a complex subject for students newly entering academic environs with little or no workplace experience. In face to face real-time classes such conceptual complexities can be addressed through use of practical activities, while this can be more difficult to establish and sustain for online classes. Andragogical and heutagogical education principles propose that students benefit from being engaged in in their learning in ways that involve the ‘whole person’. In face to face contexts I have applied these principles to the abstract nature of the course content through the use of a ‘classroom as organisation’ approach. For those courses an early happenstance created the concept of a ‘three-dimensional representation of your learning about management’ which were displayed as part of the closing activity. Like so much else in 2020 this was not going to be possible.

However, the continuing success of this assessment task, particularly in aiding students to explore their burgeoning knowledge of management principles through use of metaphor, created an opportunity for a new approach to the task. First the ‘three-dimensional’ component was modified to account for the virtual nature of all the work. Secondly the display component was upgraded from a minor task in the overall scheme of work to centre place as a ‘whole of class’ project. A formal project brief was prepared and distributed at the second class meeting, teams were assigned to breakout rooms and began working on the virtual art gallery. From that point all the actual work was conducted outside formal class hours although I was available for consultation at any time.

**Theoretical Foundation/Teaching Implications**.

Andragogy (Knowles, 1984a, 1984b) and pedagogy are often used interchangeably to refer to learning principles informing the design of education in formal settings. The difference between the two – aside from the differences in their root-meanings – lies in their orientations to the learner. While Malcolm Knowles is credited with the current interest in andragogy the terms was coined in the 1830’s by alexander Kapp a German educator. Its proponents regard learners as needing to be involved in the process of learning. They are no longer passive recipients of others’ (expert) knowledge and are more interested in knowledge and processes that have immediate relevance to their life and work priorities. This focus on relevance to their life experiences extends and expands to applying new knowledge that they consider to be of personal interest, as is some degree of engagement with the actual planning and evaluation of their learning. The work explored here is grounded in application of andragogy and also applies aspects of heutagogy.

While andragogy is known as ‘self-directed’ learning heutagogy is oriented to ‘self-determined’ learning with a focus on developing autonomy and increasing awareness of the importance of developing personal capacity as lifelong learners. Knowledge sharing and continuing capacity and capability building are cornerstones of the various education practices collected under this heading. As these are first year students, many are balancing on the cusp of moving into mindsets receptive to these sets of learning principles, while others are still comfortable with processes influenced by dependence on expert leadership. Within the overall context this assessment task is designed to encourage students to move towards – or further into – a sense of personal agency in designing and pursuing their learning and career goals.

**Learning Objectives**.

Given this theoretical framework the learning objectives are clearly oriented to helping students begin considering management as a continuing process in which they will need to engage closely with theory while putting themselves into practice as managers of, and with responsibility for their own learning and teamwork activities.

**Session Description.**

The exercise will replicate in miniature the two aspects of the assessment task itself and then shift to an exploration of the underlying theoretical principles. Participants will be invited to create a visual metaphor for a concept that will be discussed together. Then the briefing document for the Virtual Art Gallery will be introduced and participants will briefing discuss possible approaches to completing the task, bearing in mind that there is to be no direct intervention in the completion of the final product. The final step will invite participants to consider where such a process might be applied in their own teaching programs and identify barriers to implementation. Student comments on the process (both positive and critical) will be used to examine the benefits and challenges of drawing students into becoming managers of their own learning.

**References**

Booth, M., & Blaschke, L. M. (2016). What Is Heutagogy? Retrieved from <https://heutagogycop.wordpress.com/history-of-heutagogy/>

Knowles, M. (1984a). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.

Knowles, M. (1984b). Andragogy in Action. San Francisco: Jossey-Bass.