

CHAPTER 5: Ubuntugogy- Ergonargy-Humanagogy-Heutagogy- (UEH2) Model

The chapter provides a summary of the study highlighting the key findings and drawing relevant conclusions from the findings. Recommendations as well as implications for further study are also drawn.

The study arose because of the conflicting views amongst lecturers and students on the impact of pedagogy versus andragogy in institutional programmes. The study paid particular attention to the effectiveness, efficiency and efficacy of pedagogy versus andragogy in the process of design and delivery of instruction. This was done through answering research questions related to the aspects of learning that must be addressed by an effective model, the impact of minimum bodies of knowledge on learners and development, the effect of strategic educational directives on the choice of institutional model to be adopted and the perceptions of the professoriate and students on the impact of pedagogy versus andragogy. The study also interrogated the possibility of an absolute model of institutional learning. The study entailed a mixed method paradigm in which data was collected through in-depth interviews and questionnaires. The population of the study was the University of Zimbabwe lecturers and students, and the sample was drawn from the Faculty of Education. The purposive sample size was 10 (**n=10**) while the random sample size was 80(**n=80**) and the total response rate was 97.8%.

The following were the major findings of the study:

- ☐ Pedagogy and andragogy have got contextual effectiveness and complement each other throughout the design and delivery of instruction in institutional learning.
- ☐ The current institutional model of learning falls short of addressing the requirements of educational effectiveness and developmentalism.
- ☐ Minimum Bodies of Knowledge (MBK) cannot be solely relied on for effective learning and holistic development.
- ☐ Strategic Educational Directives (SEDs) such as Education 5.0, STEM and New Curriculum determine the choice of model to be adopted in institutional learning.
- ☐ Education 5.0 provides a directive to institutions to adopt a more pragmatic, work oriented, research oriented and innovation-oriented model. However, the philosophy needs further refinement so that each and every discipline knows its role within the framework of research, teaching, community engagement, innovation and industrialisation. This would entail having all the university faculties on board without the latter

relegating their core business. Development should not be defined as the quantitative aggregation of goods but need to be defined in terms of knowledge given to the students and society that is necessary for survival.

- Universities have produced graduates who are not competent in the industries and have perpetuated theorisation of concepts some of which are not relevant to the Zimbabwean development discourse. This is despite the introduction of Education 5.0. This has been due to the continued use of teaching methodologies rooted in Education 3.0 that do not promote practical orientation on students.
- The effectiveness, efficiency and efficacy of the institutional model is negatively affected by lecturers who do not have teaching qualifications.
- The present institutional model of learning has had little emphasis on the promotion of virtual learning indicating the absence of a net-centric model (heutagogy). Emphasis has remained on the traditional classroom setting rather than interactive e-learning. Where e-learning has been promoted, it has not been interactive to include virtual face to face through such platforms as WebEx, Moodle and Skype etc.
- There is inequitable distribution of teaching and learning opportunities for women in institutions of higher learning.

Basing on the findings from the study, the following conclusions were made:

Neither pedagogy nor andragogy is the most impacting model. The two complement each other along the continuum and their effectiveness is contextual depending on the level of design and delivery, the subject being taught, the level of study, the nature of students whether traditional or non-traditional and their level of comprehension. It therefore calls for programme designers and lecturers to blend the two models in the design and delivery of instruction. There is also need for a thorough understanding of these concepts to employ them where they can impact best.

The current institutional teaching-learning in Zimbabwe is more theoretically oriented rather than being practically oriented. The theorisation arises from the lack of understanding and appreciation of Education 5.0 by both lecturers and students where both constituencies have continued to teach and learn in Education 3.0. There is need to conduct more workshops on Education 5.0 for both students and lecturers as well as funding universities so that they embrace teaching methodologies that are consistent with Education 5.0. The blending of theoretical models such as pedagogy with practice-oriented models like andragogy would definitely go a long way in producing a holistic and effective model of institutional learning. In addition, efforts must be made to understand and implement ubuntu-gogy, humanagogy, ergonargy, heutagogy and other practically oriented models.

The connoisseurship of teaching in universities and colleges hinges not only on the adopted model but on the level of training of the professoriate. University students are mostly adults, be they traditional or non-traditional, they require good lecturers who understand their needs as adults. The competing and conflicting interests of adults, their self-concept, orientation to learning, readiness to learn, the value of experience and their motivation are aspects that require special training. To this end, the employment of lecturers that do not have teaching qualifications and are not grounded in the teaching-learning of adults has affected educational effectiveness in most institutions.

Education 5.0 is a model whose narrative is production-oriented learning through research and innovation. However, the model seems to prioritise sciences as the panacea to development leaving out the role of humanities that are also necessary for human, political, social and cultural development. In this regard, Education 5.0 should cease to compartmentalise education and should look beyond economic development.

There is little emphasis on virtual learning in Zimbabwean institutional learning. There is need to adopt and implement face to face interactive e-learning.

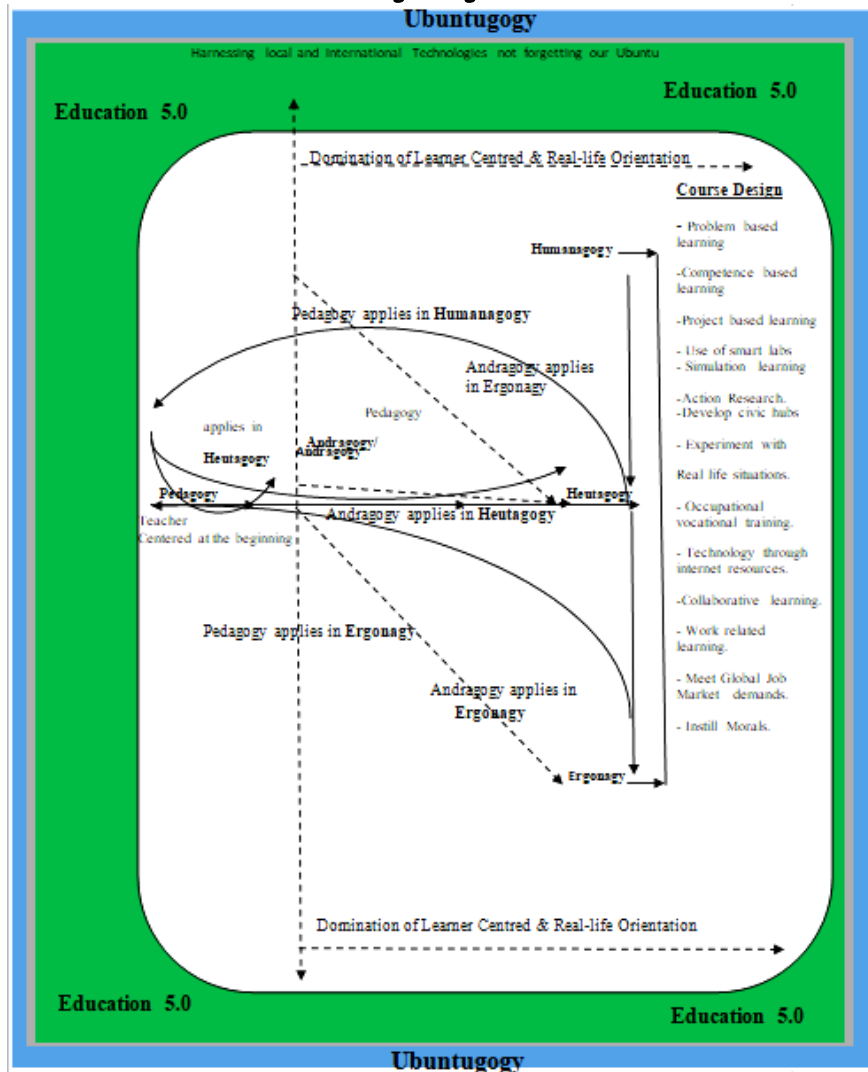
The production of MBK has not been thoroughly done and in most cases has not included all the relevant stakeholders. In addition, the curriculum has been taking long to be reviewed to keep pace with the learner demands and developmentalism. To this end, the effectiveness of institutional learning would depend on whether all stakeholders were included in coming up with the MBK. It would also hinge on how frequent the MBK are reviewed to keep pace with current learner, society and developmental needs.

Basing on the findings of the study and in view of the conclusions made, the following recommendations were made:

Institutional design and delivery of instruction must be done in consultation with all the relevant stakeholders, that is the learners, the society, the industry, the government and others. At system level factors, the government must provide guidance with regards to a national education philosophy which promotes functionality of learners as individuals and as members of the society. At the institutional level factors, universities should also conduct micro-needs assessment at their level so that the needs of those that are actually participating in the programmes are factored in. The institutions should also make constant Community Engagement (CE) to factor and address the concerns of the society. For the classroom factors, the professoriate should alternate teaching methodologies depending on the best teaching moments of each method.

(UEH2) Model should be adopted and be used as a framework for the development of a more holistic and pragmatic model that can withstand the test of time;

UEH2 Model of Institutional Learning in Higher Education



- a) Institutional learning is not mechanistic or linearistic but fluid. Thus, an ideal model should operate within the overall confines of Education 5.0. Whatever, the teaching-learning, *ubuntu* must come first. This makes Ubuntuogy the overarching model. The teaching-learning must be work related, thus Ergonagy and this must be done within the principles of complementary andragogy and pedagogy (Humanagogy). There needs to be blended learning that involves industry based, collaborative learning, problem and project-based learning. The teaching-learning must be situated in the community and there should be wide use of technology that involves net-centric learning (Heutagogy). This then forms a non-mechanistic model of Ubuntuogy-Ergonagy-Humanagogy-Heutagogy (UEH2) which to a greater extent speaks to the dictates and outcomes of Education 5.0.
- b) The process of Educational Systems Planning (ESP) is interwoven, over-arching and complementary from needs analysis to evaluation.
- c) Institutional learning begins with teacher centred approach, progresses in a continuum to self-directed to self-determined to competence related and to work related learning. All models are at play during these processes but some would assume an upper role at given contexts, academic level and time. Institutional learning is informed by the dictates of Education 5.0 whereas the latter is informed by the national education philosophy of Ubuntuogy and Professional Philosophy (Combination of Afro-centric and Euro-centric philosophies for functional overlaps).

It is also recommended that the parameters of Education 5.0 be reviewed to accommodate real and total development.

The researcher further recommends that university lecturers must compulsorily be trained in andragogy. In this vein, it is also the recommendation of the researcher that all universities should establish Centres for Andragogy/ Life-long Centres that would train the lecturers and oversee the design and delivery of instruction in university learning.

The research on the comparative analysis of the impact of pedagogy and andragogy as means for instructional design and delivery in institutional programmes needs to be conducted at multiple universities to increase the sample size, ensure the diversity of the participants as well as gaining insights into the varied perceptions of the participants across different institutions.

Further study should also be done across different faculties with regards the impact of pedagogy versus andragogy to bring to the fore the circumstances that may determine lecturers to adopt a particular model to the betterment or detriment of effectiveness, efficiency and efficacy.

Further research is needed to consider the feasibility, effectiveness and efficiency of UEH2 as a model of institutional learning.

Research is needed to look into the feasibility and importance of establishing Centres for Andragogy/ Life-long Centres in all universities.