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Understanding Heutagogy: A New "Gogy"

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Keywords

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Abstract

In an era of expanding research on innovative approaches to student-centered learning, this paper contributes to the discourse on heutagogy's potential benefits for individual professional growth. The concept of heutagogy is dissected, emphasizing its significance in educational settings. The study elucidates the nature of heutagogy, its principles, and the role of the heutagogy educator in facilitating self-directed learning. Furthermore, the study explores the benefits and critiques of heutagogy, considering its implementation challenges. This study explores the relevance and significance of heutagogy in the contemporary educational context, considering the backdrop of ICT integration in 21st-century classrooms, the transformative impact of the COVID-19 pandemic, and social change movements in 2020.

This paper advocates for heutagogy as a successful teaching and learning methodology to meet the demands of Education 4.0, reframing learning in the new economy. In light of these insights, the research concludes by emphasizing the continued relevance of heutagogy in contemporary educational contexts. As education adapts to meet the needs of a rapidly changing world, heutagogy emerges as a vital paradigm for nurturing autonomous and adaptable learners, ensuring their readiness for the challenges of the 21st century.

Keywords: Pedagogy, Heutagogy, Covid-19, ICT, online learning, adult learners, lifelong learning, self-determined learners, learner-centric design, teaching and learning.

Introduction

Innovative approaches to teaching and learning have gained importance in recent years, and education is constantly changing. The emphasis of heutagogy, a student-centered education approach, is on autonomous thought and self-directed learning. Placing the student at the center of the learning process and giving them the tools to take charge of their education signifies a departure from conventional educational paradigms. This method gives students a strong sense

of accountability for their learning results, flexibility, and critical thinking abilities. This paper thoroughly explores the idea, fundamentals, and nature of heutagogy, emphasizing its applicability and importance in the current educational environment. The discussion also explores the beneficial applications of heutagogy in various educational settings, providing insightful information on how it might improve student engagement and achievement in a rapidly changing world. Since the purpose of this paper was to promote debate, suggested solutions are presented for discussion rather than from the proponent's perspective.

According to Hase and Kenyon's (2007) perspective on educational frameworks, educators and educational programs must develop students' capacities, skills, and knowledge because the modern workplace only accepts inflexible and unprepared workers. Hase (2014) states: The world we live in is changing so swiftly that people need to be able to adapt considerably faster than they did in the past when things happened much more slowly. Even though education is a fundamentally conservative system, it is not immune to these changes. Learning leaders and students alike must embrace new skills in light of the substantial innovation in educational practice, as promoted by self-determined learning (heutagogy) and other viewpoints.

Aim of the Study

This article focuses on the following objectives:

1. To discuss the problem and the concept of heutagogical learning

2. To point out the significant principles of heutagogy

3. To address plausible challenges of heutagogy

4. To discuss the benefits and relevance of heutagogical learning

Problem

Classwork, Projects, and Assignments that use the Internet for communication or distribution—like infographics, podcasts, blog posting, or social networking—are being assigned by college educators more frequently. The reasons include raising digital literacy, improving student engagement, and establishing a connection between students and public audiences. There is, however, a dearth of research on the most effective ways to create and evaluate ICT assignments and the educational justifications for requesting that students use ICTs to publish their work in public.

In light of the COVID-19 epidemic, where many classes have gone online, and teachers are required to use technology creatively, technology is becoming an increasingly important part of higher education (Johnson et al., 2020). It is possible to think about the effects of these kinds of tasks on learning outcomes and evaluation using theoretical frameworks like heutagogy. Heutagogy, to put it briefly, is a teaching method that emphasizes the learner's autonomy (Agonács, N. & Matos, J. F., 2019). When thinking about heutagogy as a possible learning theory, educators and educational administrators may find it difficult to let go of some attempts to direct and control learning experiences and instead give the self-directed adult learner the freedom to gather experiences in dynamic and unpredictable clinical environments (Lynch et al. 2021).

Literature Review

Heutagogy is regarded as a top-down, ideological approach, like progressive theory in education, which is primarily based on the ideas of Rousseau and John Dewey and partially derived from critical theory in education, which seeks to dismantle unfair social hierarchies (Perchard, S.R., 2022). Some viewpoints advocate for more grounded and bottom-up strategies. For instance, during the COVID-19 epidemic, Marin (Marín, V. I., 2022) examines using heutagogy, a student-centered learning design, in a university course. Blaschke (Blaschke, L. M., 2021) also clarifies the pedagogy–andragogy–heutagogy (PAH) continuum as a step toward increased learner autonomy. Consistent with these investigations, this study centers on heutagogy as a situation-based teaching methodology that might promote learning in its diverse manifestations.

The COVID-19 epidemic prompted a transition from conventional learning to online spaces, which may account for the increasing interest in the heutagogy approach to higher education. This is according to the practical perspective. This change may require students to use the Student Central Learning (SCL) method, which has been side-lined in higher education, and develop more self-directed learning abilities (Bozkurt, A., & Sharma, R. C., 2020). Nonetheless, the opportunity to put the heutagogical concepts into practice has dramatically increased and developed in the post-pandemic age. This is because it emphasizes double-loop learning, universally designed learning, and students' capacity and autonomy to adapt the learning to their

requirements. It also emphasizes non-linear learning, which occurs through any media without following a set order or sequence (Vinayan & Harikirishanan, 2021).

Five general principles are demonstrated by reviewing studies that concentrate on the application of the heutagogy approach in teacher education: (1) learner agency, or the capacity of individuals to create their meaning through experience; (2) self-efficacy and capability; (3) meta-cognition and reflection; (4) non-linear learning; and (5) life-long learning (Blaschke, L. M., & Hase, S., 2016). These concepts might be developed from four more broad viewpoints: learner, learning, instructor, and instruction.

ICTs in the 21st-Century Classroom

ICTs, in their broadest sense, are technologies that facilitate online communication and information sharing (Sosa & Manzuoli, 2019). ICTs fundamentally alter how information is accessed, disseminated, and embraced rather than merely providing a new tool (Reid, 2002). ICTs are having a growing impact on students outside of the classroom, and they are frequently already self-directed in using these resources to research topics that interest them (Sutherland, 2004). Similar to past innovations like the printing press and telephone that revolutionized the dissemination of knowledge, ICTs have given rise to differing perspectives regarding their effectiveness in the classroom (Reid, 2002). This work contributes to addressing some of the issues regarding the role of the instructor while using these technologies (Reid, 2002; Sutherland, 2004).

COVID-19 and Social Change Movements of 2020: A Mandate for Innovation

The current COVID-19 epidemic has caused a change in secondary education toward an online-predominant approach. According to forecasts, this change might influence secondary education for the following five years (Dennis, 2020). Because of this, educators need to create evaluation instruments that precisely gauge students' proficiency in digital environments (Eltayar et al., 2020). Because of the potential for increased feelings of isolation associated with online learning (Carolan et al., 2020), educators must allow their students to develop their interpersonal contact skills and sense of community while utilizing technology. According to Carolan et al. (2020), peer interaction in a virtual community of practice can lessen learners' experiences of loneliness brought on by online learning. In addition to affecting secondary school, the COVID-19 pandemic has altered daily life for everyone in the world. According to Budd et al. (2020), the

pandemic has intensified a trend in which individuals increasingly depend on technology to replace place-based activities like hanging out with friends, errands, and other everyday tasks. COVID-19 has compelled institutions and individuals to rely on new means of interacting and communicating, frequently using ICT platforms (Garfin, 2020).

Concept of Heutagogy

Heutagogy is a relatively new educational paradigm that stresses self-determined learning. The phrase is derived from the Greek words "heutos" (self) and "agogos" (leading). Heutagogy puts the student in charge of their learning, in contrast to classical pedagogy, which views the instructor as the primary source of information, and andragogy, which emphasizes learner-driven education but remains within a set curriculum. In heutagogy, the learner establishes objectives, selects materials, evaluates their development, and takes in knowledge. Parslow offers an alternative explanation. According to him, heureskein [ευρετικές], which means "to discover," is where the word "heuta" comes from (Parslow, 2010, p. 101). He goes on, "A heuristic approach to teaching involves letting students make their own discoveries" (Parslow, 2010, p. 101). Comparably, The Cambridge English Dictionary states that a "heuristic [is] a method of teaching allowing students to learn... from their own experiences rather than by telling them things" (Heuristic, 2018).

Hase and Kenyon (2000) first used "heutagogy" to describe an educational strategy that stresses learners' self-determination. It is also frequently called "self-determined learning." In heutagogy, teachers guide students through their education (Hase, 2009; Hase & Kenyon, 2007). Heutagogy is a learner-centered educational technique or approach rather than a learning theory like constructivism or behaviorism. Heutagogy acknowledges and endeavors to include the distinct experiences of learners in the educational process (Carpenter & Green, 2017). This method was inspired by the shortcomings that Hase (2009) saw in the educational system, particularly the necessity for learning to be presented in a non-linear fashion to enable more applicability to the real world.

Hase and Kenyon (2000, 2001) used the word "heutagogy" to refer to their interpretation of the "study of self-determined learning" in their groundbreaking publications. The idea encourages autonomous learning without the need for formal instruction. Heutagogy's primary principle is an unrestricted focus on lifelong learning and student-centric teaching strategies to

ensure that students are adequately equipped to meet the demands of the modern workplace. Heutagogy is a teaching-learning strategy in which the students take charge of their education. This essay presents the fundamental ideas of heutagogy and defines the word. The dominant teaching culture in academic institutions, which the teachers often control, opposes heutagogy. Therefore, why it is necessary must be addressed (Glassner, A., & Back, S., 2020).

Its application is ideally suited to college classrooms where critical thinking for lifelong learning is a highly-valued learner outcome since it promotes "—learner agency, self-efficacy and capability, reflection and metacognition, and non-linear learning" (Blaschke & Hase, 2019, p. 1). Heutagogy also promotes the development of competence and capability. According to Blaschke (2012), competency is the capacity of a learner to acquire information and skills, self-assurance in their problem-solving abilities, and application of newly learned knowledge and skills in novel and unfamiliar circumstances. Competency-based education is prevalent and even required in professional programs, including medicine, law, and social work. It centers on evaluating students' abilities to exhibit preset knowledge, skills, and values (Frank et al., 2010; Morcke et al., 2013). Although there may not always be flexibility in the content or methods taught by educators in professional programs, students can still benefit from developing their self-efficacy, creativity, and communication and teamwork skills by adopting a heutagogical mindset and applying heutagogical principles whenever possible (Blaschke, 2012).

The term "heutagogy" was first introduced by Hase and Kenyon around the turn of the century, and Blasche brought it back in 2012. (Hase S, & Kenyon C., 2020). In the digital age, acquiring, updating, and renewing information and abilities is preferred for long-term learning. Heutagogy is a technology-based learning design that promotes student-centered, self-determined learning based on humanistic thought. It strongly focuses on students choosing what they want to learn, how to study it, and how to generate chances (Blaschke, L. M., 2012). To address this, an array of "C"s have been suggested, including the curious learners who identify the issue and, by their level of learning, look into the knowledge and strategies to fix it on their own. Ultimately, they use digital media (computers) to connect, communicate, collaborate, and share their experiences, which is why heutagogy has been referred to as a "net-centric" theory and is a combination of experiential and transformative type, according to Abela et al. (2009). It will also help to develop their creativity, self-assured, capable, and competent skills in the

workplace (Brandon, 2016). Ekoto and Gaikwad (2015) state that heutagogy transforms students into lifelong learners and limits the teacher's responsibility to teach them "how to teach themselves."

Significance in Educational Settings

The potential of heutagogy to produce self-sufficient, flexible, and driven students makes it essential in educational environments. It gives people the ability to prosper in the rapidly evolving modern world. Furthermore, by giving students greater control over their education, heutagogy increases their engagement and investment in learning. Heutagogy is a potential strategy to fulfill modern education's needs as educational paradigms change (Ashton & Newman, 2006). Heutagogy aims to create a setting where students can choose their objectives, learning routes, procedures, and end products. Instead of the instructor or the curriculum, the learner is purposefully placed at the center of the learning process (Bauman, Z. 2005). Creating lifelong learners who can succeed in a global information economy is the responsibility of educators today. These learners must be able to apply their skills and competencies in novel ways to a complex and ever-changing world. A tool for examining the viability of implementing heutagogy in distant learning practices is heutagogy as a theory for developing technologies. According to Veen and Vrakking (2006), distance education can assist heutagogical teaching and learning approaches by developing learning environments and furthering heutagogy research.

Nature of Heutagogy

The nature of heutagogy is characterized by several key elements:

1. **Self-Directed Learning**: Heutagogy encourages learners to take ownership of their education. They decide what, how, and when to learn, allowing for a personalized learning experience.

2. **Learner Autonomy**: Learners become autonomous and self-regulated, which means they are responsible for setting their learning objectives and evaluating their progress.

3. **Continual Reflection**: Reflection plays a vital role in heutagogy. Learners constantly assess their learning experiences, adjusting their strategies and goals accordingly.

4. **Flexible Learning Environments**: Heutagogy is not bound by traditional classroom settings. Learning can occur in various contexts, including online platforms, informal settings, and through various resources.

Principles of Heutagogy

McAuliffe et al. (2009) proposed the following principles of heutagogy:

1. **Learner-Centricity**: The learner's needs, interests, and abilities are central to learning. Heutagogy recognizes that each learner is unique, and their education should reflect that.

2. **Self-Regulation**: Learners must learn to manage their learning, from goal setting to resource selection and self-assessment. Self-regulation fosters independence and adaptability.

3. **Experiential Learning**: Learning is most effective when rooted in real-life experiences. Heutagogy promotes experiential learning by providing context and relevance to knowledge acquisition.

4. **Reflection**: Regular reflection helps learners develop metacognitive skills, allowing them to understand how they learn and how they can improve their learning process.

5. **Resource Diversification**: Heutagogy encourages learners to explore a wide range of resources, including books, online materials, mentors, and peers, to gain a comprehensive understanding of their chosen subjects.

Heutagogy Educator

Creating lifelong learners who can thrive in a global knowledge economy is the responsibility of educators today. These learners must be able to apply their skills and competencies in novel ways to a constantly changing and complex world (The World Bank, 2003; Kuit & Fell, 2010). More self-directed and self-determined instruction is required, in which students reflect on what they have learned, how it was learned, and how teachers teach students how to teach themselves. Pedagogical, even andragogical, educational methods are no longer sufficient to prepare students for workplace thriving (Peters, 2001, 2004; Kamenetz, 2010). Some educators feel that new technologies have also made it necessary to investigate new pedagogical approaches (Wheeler, 2011 para. 1).

The function of the educator evolves in a heutagogical approach. Instead of imparting knowledge, educators take on the role of mentors or facilitators. They assist students with establishing objectives, locating resources, and assessing their development. Their role includes:

1. **Creating a Supportive Environment**: Educators establish a safe and motivating environment where learners can take risks, make choices, and learn from their experiences.

2. **Offering Guidance**: They provide guidance when needed, helping learners develop critical thinking and problem-solving skills.

3. **Feedback and Assessment**: Educators assist in self-assessment and provide constructive feedback to help learners improve their learning strategies.

4. **Curriculum Design**: While heutagogy encourages self-directed learning, educators may still play a role in designing flexible learning frameworks and suggesting relevant resources.

Double-loop learning and self-reflection are essential heutagogical concepts (Argyris & Schön, 1996, as referenced in Hase & Kenyon, 2000). In double-loop learning, students think about the issue, the course of action, and the results. They also reflect on how the process of fixing the problem affects their own opinions and behavior. According to Hase, 2009, pp. 45–46, Argyris & Schön (1978), double-loop learning occurs when students "question and test one's personal values and assumptions as being central to enhancing learning how to learn."

Heutagogy in Education

Teaching fundamental abilities as a basis for experiences in the future is known as scaffolding, and it is the primary goal of pedagogical-oriented education. Heutagogically oriented instruction establishes a setting where students independently determine their objectives, learning routes, procedures, and final products. The student, not the instructor or the curriculum, is at the core of the learning process. In the current condition of education, there are no obstacles to knowledge. The abilities needed to study well in the modern world have drastically altered. The student progresses from being a passive recipient to an analyzer and synthesizer with the help of the heutagogical method. As students engage with a world where knowledge management—or curation—is more valuable than access, these are some of the most critical abilities they may have (Zimmerman & Schunk, 2001).

Heutagogy relies heavily on the idea of double-loop learning. With this type of learning, students do more than consider an issue carefully and take steps to find a solution. They also consider the act of fixing problems. Pupils begin to challenge their presumptions and develop an

understanding of both what and how they learn. Heutagogy focuses on creating a learner-centered environment that helps students choose their educational route.

Additionally, it gives students the tools they need to succeed when they enter the job. According to employers, Employees must possess various cognitive and metacognitive abilities. Innovativeness, originality, self-direction, and an awareness of how workers learn are qualities that employers value. These provide the heutagogical approach's underpinnings.

Technology: Given the mutually beneficial link between technology and distant learning, distance educators must always consider how new technologies may affect theory and practice in the field. Although heutagogy has been mentioned as a possible theory to apply to new technologies in distance learning (Anderson, 2010; Wheeler, 2011), further investigation and debate are required to ascertain the validity of heutagogy as a distance learning theory.

Profile of the distance education learner: Learning via the Internet has historically been created, developed, offered, and intended for adult learners—typically employed adults with greater life experience and maturity than students attending on-campus institutions (Holmberg, 2005; Peters, 2001; Moore & Kearsley, 2012; Richardson, Morgan, & Woodley, 1999). Knowles' andragogical theory of teaching and learning has historically significantly impacted distance education practice. As a continuation of andragogy, heutagogy might be considered a pertinent theory for adult distance education.

Learner autonomy: One of the critical components of a heutagogical teaching and learning method is learner autonomy, which distance education, as a unique kind of education, both demands and fosters (Peters, 2001). Distance education naturally promotes heutagogical practice since it fosters and embodies learner autonomy in its learning settings.

Benefits of Heutagogy

Acquiring competencies and capacities is crucial for learners engaging in self-determined learning (Stephenson, 1994, referenced in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007). While capability is defined as the learner's confidence in their ability to apply knowledge and skills to solve problems in both familiar and unfamiliar and changing settings, competency is defined as the ability to acquire knowledge and skills with proof (Cairns, 2000, p. 1, as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, p. 252). Heutagogy offers a wide range of benefits in educational settings:

1. **Increased Motivation**: Learners are more motivated when they have a say in what and how they learn.

2. **Deeper Understanding**: Learners often develop a deeper understanding of their subjects through heutagogy due to their active role in the learning process.

3. **Improved Problem-Solving**: Heutagogy enhances problem-solving skills and critical thinking, preparing learners for real-world challenges.

4. **Enhanced Creativity**: Learners have the freedom to explore creative approaches to problem-solving and knowledge acquisition.

5. **Self-Confidence**: As learners take control of their education, their self-confidence and self-esteem typically grow.

Recent research also indicates that the use of social media can support self-determined learning.

1. **Mobile learning**: According to Cochrane and Bateman's (2010) research, mobile learning facilitates reflective practice, data and resource capture and sharing, and teamwork. It also increases reflective practice (learning journals) and interactions between learners and external parties.

2. **Virtual Philosopher**: An asynchronous learning tool designed to help students develop, reflect on, and modify their thought processes and reasoning is described by Hornsby and Maki (2008). Through self-discovery, the student goes through various situations that are the basis for the active learning exercises offered by the online application. The Virtual Philosopher exposes weaknesses in the learners' cognitive processes through these scenarios, and the student replies, making the learners rethink and assess the reasons behind their previous conclusions. The asynchronous setting, according to Hornsby and Maki (2008), "seemed to reinforce deeper learning" and encourage critical thinking and problem-solving (para. 30).

3. **Social Media**: Web 2.0 technologies, including blogs, wikis, and social media, foster collaborative and learner-centered learning environments that support heutagogical learning's self-driven and problem-solving aspects (Blaschke, 2012, 2013, 2018, 2019; Filipe & Mack, 2019; Nadelson et al., 2017). Instructors can enhance engagement and student autonomy by providing scaffolding through social media (Abraham & Komattil, 2017).

4. **Twitter**: According to recent research by Junco, Heiberger, and Loken (2010), students who utilized Twitter had higher GPAs and were more actively involved in their learning processes than their non-using counterparts. According to Junco et al. (2010), using Twitter enhanced student-to-student and student-teacher contact and encouraged active learning.

5. **Learner-generated content** (active media use): The active use of social media to produce material created by learners supports the growth of self-directedness abilities. According to preliminary research by Blaschke, Porto, and Kurtz (2010), passive use (consumption) of social media is less effective in supporting the development of cognitive and metacognitive skills than active use, such as creating learner-generated content.

There are two notable Education 4.0 frameworks found in the research conducted:

1. Peter Fisk's book Nine Trends in Education 4.0 (2017) is the first. "Establishes a blueprint for the future of learning—lifelong learning—from childhood schooling to continuous learning in the workplace, to learning to play a better role in society," is how Fisk (2017) describes Education 4.0 (para. 4). Fisk (2017) claims that the learning process will need to evolve into one that is more individualized and collaborative. He determined that nine tendencies define Education 4.0.

2. A second framework is provided by the World Economic Forum (WEF 2020), which established the new education model known as Education 4.0. Its goal is to improve learning quality and accessibility by fostering innovation, social mobility, and inclusiveness. The study "Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution" outlines four core competencies and four learning strategies that "more closely mirror[s] the future of work, and that takes full advantage of the opportunities offered by new learning technologies" (p. 6).

Critiques and Challenges

There are problems and criticisms of heutagogy. The most obvious criticism is that there is no empirical support for the approach's implementation (Agonács & Matos, 2019). Heutagogy is not a recognized theory of learning because of this, among other reasons (Bhoyrub et al., 2010). Agonács and Matos (2019) found that instead of attempting to explain and forecast

specific heutagogical events, researchers were more interested in comprehending them, leading to a majority of qualitative studies in their systematic evaluation of empirical publications utilizing heutagogy. Additional research is required to address this lack of empirical support, especially in non-formal learning situations and online (Agonács & Matos, 2019; Blaschke, 2012). Furthermore, there are difficulties in putting heutagogical methods into practice, particularly when it comes to evaluations, assessments, and institutional policies.

Relevance of Heutagogy in Contemporary Educational Context

Forming capable and competent learners is "critical to life in the rapidly changing economy and cultures that characterize postmodern times" (Anderson, 2010, p. 33). By using heutagogical practices, educators may better prepare their pupils for the workforce and lifetime learning. They can also develop students who, according to Kenyon & Hase (2010), "are fully engaged in the topic they are studying because they are making choices that are most relevant or interesting to them," which will boost students' motivation (p. 170). Today's world is changing quickly, and heutagogy provides a potent answer to the needs and problems of modern education. It is relevant for several reasons:

1. **Lifelong Learning**: In a knowledge-driven society, continuous learning is vital. Heutagogy equips learners with the skills necessary for lifelong learning.
2. **Adaptability**: Heutagogy fosters adaptability, allowing learners to respond to changing circumstances, industries, and technologies.
3. **Critical Thinking**: The heutagogical approach emphasizes critical thinking and problem-solving, essential skills in the information age.
4. **Personalized Learning**: Heutagogy provides a highly personalized learning experience catering to individual interests and goals.

Conclusion

The study produced several conclusions. The first emphasizes the need to understand heutagogy as a notion with both semantic and symbolic value. Therefore, including it in teacher education programs' pedagogical discourse makes sense. This idea can be a comprehensive organizing principle incorporating sociocultural, psychological, philosophical, and epistemological elements. The possibilities for learning in the post-corona era are covered in the second conclusion. It strengthens the conversation about heutagogy and the points of

convergence that need to be recognized, appreciating the significance of each one in terms of heutagogy's actualization. The third primary finding is that, rather than focusing solely on binary approaches to what is conventional or progressive, heutagogy at the intersection of ICT and Digital Literacy serves as a case study demonstrating how teaching and learning in higher education evokes a discourse about complexity (Chamo et al., 2023).

Pedagogy raises learners' awareness of the necessary knowledge and abilities. While andragogy prepares people to employ their talents in controlled environments, heutagogy equips them with the creative, cognitive, communicative, collaborative, and digital skills necessary to operate in any environment. With its emphasis on learner autonomy and self-determined learning, heutagogy provides a dynamic and innovative approach to education. We may better grasp the potential of heutagogy in influencing the future of education if we comprehend the idea, nature, and guiding principles of heutagogy, acknowledge the changing role of educators, and recognize its relevance, advantages, and significance. Heutagogy allows students to grow, adapt, and thrive in a knowledge society that constantly changes as the world changes (Lacher, 2017). In summary, "experience is the ultimate authority in my opinion. My personal experience serves as the yardstick for veracity. My experience has more authority than any other person's or my own thoughts" (Rogers, 1961).

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