



Self-Determined Learning: Heutagogy in Action

By Stewart Hase

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Heutagogy, or self-determined learning, redefines how we understand learning and provides some exciting opportunities for educators. It is a novel approach to educational practice, drawing on familiar concepts such as constructivism, capability, andragogy and complexity theory. Heutagogy is also supported by a substantial and growing body of neuroscience research.

Self-Determined Learning explores how heutagogy was derived, and what this approach to learning involves, drawing on recent research and practical applications. The editors draw together contributions from educators and practitioners in different fields, illustrating how the approach can be used and the benefits its use has produced. The subjects discussed include: the nature of learning, heutagogy in the classroom, flexible curriculum, assessment, e-learning, reflective learning, action learning and research, and heutagogy in professional practice settings.

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Editorial Review

Review

This text is a really useful addition to the extensive literature on learner-centred learning. It challenges the academic community to take seriously alternative approaches to education that have long been promoted and shown to work. The problems in academia seem to reflect what the book explores, namely a narrow and discredited model of learning. The lack of attention to tried and tested alternatives shames the academic establishment. Ian Cunningham, Self Managed Learning College, UK

About the Author

Stewart Hase is a consulting psychologist and writer. He is also an adjunct fellow at Southern Cross University, Australia, and consults for a number of public and private organizations.

Chris Kenyon is an adviser and consultant. He has worked around the world assisting government agencies and commercial organizations.

Users Review

From reader reviews:

Donna Macdonald:

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