



Whole Brain® Learning in Higher Education: Evidence-Based Practice (Chandos Learning and Teaching Series)

Ann-Louise de Boer, Pieter du Toit, Detken Scheepers, Theo Bothma

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Facilitating of learning in higher education can be transformed through the use of Whole Brain® learning. Whole Brain® Learning in Higher Education argues that facilitating learning in Higher Education should undergo transformation in order to develop the full academic potential of all stakeholders following the principles of action research. Empirical data was collected from participants in a number of projects across diverse disciplines. Participants included students, academic staff, instructional designers, and professionals attending short courses at tertiary level.

A number of case studies are discussed as evidence for the value of the proposed model for higher education. This title consists of seven chapters, covering: the theoretical framework, baseline study, professional development, studies in Whole Brain® application, learning material that makes a difference, multidisciplinary collaboration, and the way forward.

- Defines Whole Brain® learning
- Explains the rationale behind Whole Brain® learning
- Demonstrates how the model can be applied in facilitating Whole Brain® learning in order to develop the full academic potential of students

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