Title:
Engaging Transformational Learning Through Heutagogy and Brain-Based Constructs

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Session Title:
Innovative Teaching Strategies
Slot:
A 11: Saturday, 28 October 2017: 2:15 PM-3:00 PM
Scheduled Time:
2:35 PM

Keywords:
Brain-based learning, Heutagogy (self-determined learning) and Innovative Course Design

References:
Freeman, G. G. & Wash, P. D. (2013). You can lead students to the classroom, and you can
make them think: Ten brain-based strategies for college teaching and learning success.
Journal on Excellence in College Teaching, 24(3), 99-120.

Kear, T. M. (2013). Transformative learning during nursing education: A model of

behaviors online. Nursing Education Perspectives, 35(4), 219-223.

Abstract Summary:
Prepare nursing students with critical thinking skills to thrive in complex healthcare environments through
innovative online course design. Engage students through integration of heutagogy (self-determined
learning) and brain-based learning concepts to promote transformational student learning. Gain valuable
tools to transform your online courses.

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>By the end of the session, the learner will identify at least two methods to integrate the concept of heutagogy in course design.</td>
<td>Heutagogy will be defined. Correlation of heutagogy and brain-based learning with the experience of student transformational thought/learning will be addressed. Examples of specific assignments and course activities based on heutagogy will be presented including, but not limited to discussion board design, signature assignments, active learning activities. Participants will view portions of an</td>
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<td><strong>online course that was designed based on heutagogy and brain-based learning.</strong></td>
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<td><strong>By the end of the session, the learner will be able to correlate deliberate, evidence-based course design with positive student learning outcomes.</strong></td>
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<td><strong>Provide results of a pilot study involving online course design using heutagogy and brain-based learning. Demonstrate the integration of the concepts of heutagogy and brain-based learning via a course matrix. Present student exemplars. Review student course evaluation results.</strong></td>
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**Abstract Text:**

Faculty are challenged to facilitate active learning in the online environment in order to prepare students with higher order thinking capabilities and to thrive in the highly complex workplace environments. Participants will engage in interactive learning experiences as they gain skills in building innovative online course work integrating brain-based learning and heutagogy to promote student transformational learning. Faculty are empowered with viable concepts based on the evidence and cutting edge technology to bring online application of the concepts to life.

The approach is based on the role of the faculty in course design (heutagogy) and how the student learns (brain-based learning) especially focusing on spatial versus rote memory to promote change in thinking (Transformational Learning Theory). The underpinnings of the premise are based on the faculty setting the stage for active learning by integrating the neuroscience of the brain in active course design by engaging student interests and choices consistent with course objectives. Using Meizrow’s Transformational Learning Theory, including the disorienting dilemma, reflection, and changed meaning enables the students to explore thoughts and not only expand their level of knowing, but learn the skills to engage in and be open to learning.

The presentation provides an overview of brain-based learning, heutagogy, and transformational learning. Specific activities, coursework, and learning opportunities will be used to demonstrate the concepts including a virtual visit to a Blackboard integrating brain-based learning, and heutagogy. Inclusion of the audience’s techniques and strategies to integrate active and self-directed learning will be an integral part of broadening the knowledge base.

Results of a post-course qualitative pilot study assessing student transformational learning will be shared in addition to student exemplars and student course evaluation results.

Focused time will involve building skills to engage and connect with students to formulate concrete, deliberate strategies to promote active, self-directed learning that meets course objectives. In addition open dialog include addressing myths that active learning and self-directed learning are void of faculty involvement and that students are not getting their money’s worth. Focus will include the overarching goal of preparing students to practice self-directed learning for their lifetime. By focusing on theoretical constructs applied throughout disciplines, the applicability transcends a particular discipline or sector of education.