

Advancing Self-Directed Learning in Higher Education

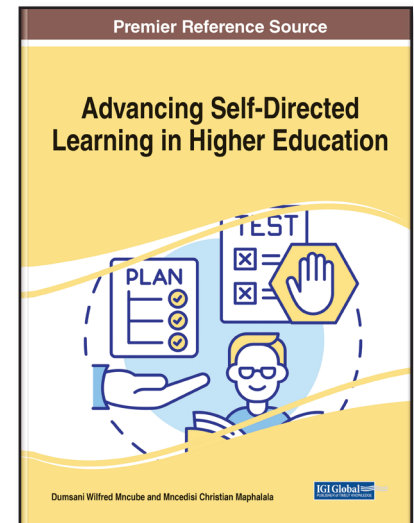
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Description:

Self-directed learning (SDL) is considered a core concept in problem-based learning (PBL) and student-centered learning. More importantly, the current face-to-face model of curriculum implementation faces many challenges that seem to question its dominance over other models. The violent nature of the COVID-19 pandemic has again vindicated SDL practitioners and research enthusiasts to continue seeking solutions that will enhance skills to cope in a rapidly changing technological, globalized world. However, the higher education sector is challenged when promoting SDL due to a slow pace of digital integration since the education system is not fully transformed. This has necessitated an urgent need for global discourse on how universities globally are implementing SDL strategies to enhance the quality of curriculum delivery.

Advancing Self-Directed Learning in Higher Education provides insight into various strategic approaches that could be adopted for the successful implementation of SDL in higher education. It is written for professionals who want to improve their understanding of how to improve student teaching and learning and the quality of curriculum implementation in higher education. In this realm, this book provides ideas to its readers about the approaches pertaining to strategy and innovative measures, practical implementations, and tools in the field of curriculum and SDL. Covering topics such as educational technology, intentional education practice theory, and student experience, this premier reference source is an essential resource for teachers, policymakers, lecturers, research scholars, students of higher education, administrators, librarians, academicians, and researchers.



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