

SELF-DIRECTED LEARNING

Self-directed learning (SDL) refers to when an individual identifies their learning needs and sets their own educational objectives.

DEFINITION

"In its broadest meaning, SDL describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18).

EXAMPLES

Child exploration

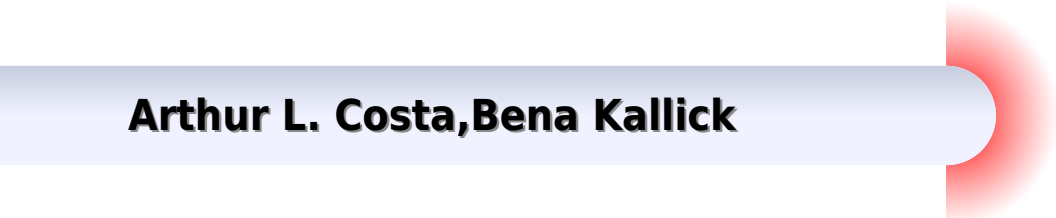
A toddler enters an unfamiliar room and immediately begins exploring the surroundings and learning about them.

Reading self-help books

Mika enjoys reading self-help books about how to become inspired and motivated to reach your fullest potential.

Teaching Loving And Self Directed Learning

Arthur L. Costa, Bena Kallick



Teaching Loving And Self Directed Learning:

Teaching, Loving, and Self-directed Learning David A. Thatcher, 1973 **Teaching, Loving, and Self-Directed Learning. Photos by Sarah C. Toughill, by Said, and by David Thatcher** David A. Thatcher, **Self-directed learning research: An imperative for transforming the educational landscape** Elsa Mentz, Thabisile Buthelezi, Josef de Beer, Adri du Toit, Aubrey Golightly, Sarah Gravett, Marietjie Havenga, Anita Lubbe, Judah P. Makonye, Neal Petersen, Paulinah Phahamane, Jessica Pool, H.J. (Hennie) Steyn, Johannes (Hannes) L. van der Walt, Charl Wolhuter, 2016-12-31 This book will benefit specialists in the field of the education sciences. It represents significant progress in knowledge production. Self directed learning has become increasingly important not only for education in South Africa but also for education sciences in the international arena. This is a result of the changing education landscape caused by the demands of the 21st century as well as the rapid change in knowledge production. Learners should be equipped with skills to take responsibility for their own learning. New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education. Traditional teacher centred practices are still the norm in most South African schools and higher education institutions and do not adequately prepare students for lifelong learning in the 21st century. The content focuses on the theory behind self directed learning, explores strategies such as cooperative learning, problem based learning, case based teaching and large group teaching that enhance self directed learning and the use of blended learning in a self directed learning environment. The book demonstrates how self directed learning can be enhanced in mathematics, computer science and life science education and through the use of student tutors for geography. Digital technology could for example also be used in innovative ways for education in isiZulu folk poetry. The findings are based on original empirical research and a sound theoretical conceptual framework. In an environment of rapidly changing knowledge production, this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning. The book presents innovative teaching and learning strategies for meeting the changing demands in education. Group activities, the responsibilities of learners and the obstacles that hinder their learning are analysed and the way in which educators can support them is discussed. Educational values such as mutual trust are discussed and self directed assessment is explored. This is a timely collective work authored by experts who subscribe to the approach of self directed learning. Educators should discover new teaching and learning strategies and value the integration of self directed learning in the classroom.

Assessment Strategies for Self-Directed Learning Arthur L. Costa, Bena Kallick, 2004 This volume focuses on assessing students' abilities as self directed learners. The authors use triangulation to ensure that the assessment system is balanced and complete. *Adventures in Self-Directed Learning* Bernard D. Bull, 2017-05-11 In *Adventures in Self Directed Learning* Dr Bernard Bull draws from over a decade of research to build a compelling case for the importance of nurturing agency, ownership and a capacity for self education in learners. He casts a vision for education in a connected age, offers

readers a collection of practical suggestions for how to get started and also works through common challenges and pitfalls. This is a must read text for anyone who believes that education should equip learners to fully embrace the challenges and opportunities of life and learning in the contemporary world. Resources in Education, 1999-10

Theoretical and Historical Evolutions of Self-Directed Learning Caleb Collier, 2023-04-14 This book analyzes the deep historical and theoretical roots of self directed learning models in order to put forward a new conceptual understanding of self directed learning. It utilizes philosophical methods to present arguments both historical and contemporary in favor of shifting education toward self directed models and away from a view of education that places teachers administration curriculum and standards at the center of the learning endeavor. This book demonstrates that self directed learning has proven to be effective in numerous contexts and builds on this history to present a new philosophy of education termed Eudemonic Self Directed Learning for individual and societal flourishing. Exploring exemplars from different cultural and historical settings to inform post pandemic pedagogies and policies this book will appeal to scholars and researchers of the history and philosophy of education with interests in self directed learning and its potential for contemporary practice. Self-directed learning research and its impact on educational practice Elsa Mentz, Roxanne Bailey, 2021-05-17 This scholarly book is the third volume in an NWU book series on self directed learning and is devoted to self directed learning research and its impact on educational practice. The importance of self directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised. The target audience does not only consist of scholars in the field of self directed learning in Higher Education and the Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors. The book contributes to the discourse on creating dispositions towards self directed learning among all learners and adds to the latest body of scholarship in terms of self directed learning. Although from different perspectives all chapters in the book are closely linked together around self directed learning as a central theme following on the work done in Volume 1 of this series Self Directed Learning for the 21st Century Implications for Higher Education to form a rich knowledge bank of work on self directed learning. The Development of Teaching Expertise from an International Perspective Su Liang, 2013-06-01 This book provides an insightful view of effective teaching practices in China from an international perspective by examining the grades 7-12 mathematics teacher preparation in the Shandong province of China. It is an excellent reference book for teacher educators researchers reformers and teaching practitioners. A qualitative research approach involving in depth interviews with purposive sampling of ten grades 7-12 award winning mathematics teachers was chosen to conduct the study. The participants are from the Shandong province and have been awarded recognition for his/her achievements in teaching grades 7-12 mathematics by the different levels school district city province or nation and his/her students have achieved high average scores in college entrance exams or in high school entrance exams among the classes at the same grade level. Data analysis revealed the

following findings first grades 7 12 mathematics teachers from the Shandong province of China were prepared to teach through pre service training in service training and informal learning The pre service training can be characterized as emphasizing formal mathematics training at advanced level The in service training is integrated with teacher collaboration and teaching research and has the characteristics of diversity continuity and orientation toward teaching practice The in service training also stimulates teachers to conduct self directed learning Second the award winning grades 7 12 mathematics teachers are identified by the following characteristics they are passionate about mathematics and share their passion through teaching they actively take part in teaching research through application of teaching research in the classroom collaboration with peers and systematic lesson preparation they apply technology into teaching and they take an active role in teaching research in order to expand their professional opportunities Based on the findings of this study the following conclusions were reached pre service training and in service training are both necessary processes for mathematics teachers to build up their knowledge base for effective teaching Pre service training is just a starting point for the teaching profession In service training integrated with teacher collaboration and teaching research should be a continuous activity that is a part of a teacher s everyday life

Teaching That Transforms Richard R. Melick, Shera Melick, 2010 A proposal on how to improve the way the Bible is taught to adult learners that focuses on life transformation and putting faith into action

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Teaching Loving And Self Directed Learning Introduction

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