

SELF-DIRECTED LEARNING: The Power of Adapting Personal Autonomy for English Teaching in Desruptive Era

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BY

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“GROWTH MINDSET”

The greatest device
for more creativity and
innovation...
Is a curious **mind.**

“TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN.”

BENJAMIN FRANKLIN



GRADECAH

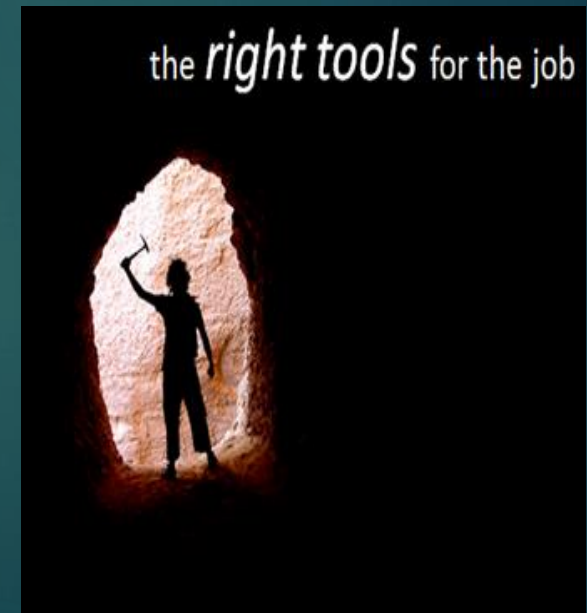
**If we teach today's students as
we taught yesterday's,
we rob them of tomorrow."**

John Dewey



In the context of learning,

This implied that “learning should empower a student to become a free, mature, and authentic self” (Savin-Baden and Major 2004, p. 14)





- ▶ Self-directed learning is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences (Merriam et al., 2007). In self-directed learning, the responsibility to learn shifts from an external source (teacher, etc.) to the individual.

Knowles (1975, p. 18) defines SDL as “a process in which individuals take the initiative, with or without the help from others, in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”




Positive relationships between SDL and internal locus of control, motivation, performance, self-efficacy, and support.


Educators seeking to use SDL to promote lifelong learning skills in students.



SDL refers to “the preparedness of a student to engage in learning activities defined by him- or herself, rather than by a teacher” (Schmidt 2000, p. 243). This definition refers both to a motivational, volitional component of having the willingness to engage in those learning activities, as well as the ability to do so.



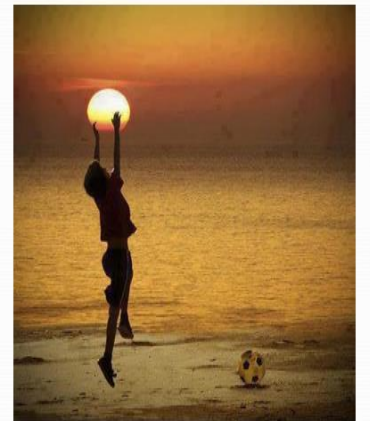
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- ▶ Candy (1991), personal autonomy represents one of the principal goals of education in all settings and all ages. Self-management is the willingness as well as the ability of the learner to manage his or her own learning



Blumberg (2000) used this model to evaluate the evidence that problem based learners are self-directed learners. Candy (1991) considers SDL as a goal as well as a process and he defines four dimensions of SDL: personal autonomy, self-management in learning, the independent pursuit of learning, and the learner control of instruction

- ▶ “students are free to pursue whatever literature resources they deem interesting in light of the problem” (Schmidt 2000, p. 243).

PRAY GOOD, THINK GOOD, DO GOOD




What to do: *INNOVATING* *Ecosystem of learning on habits.....*

- ▶ Bring technology to class – Digitalizing for learning
- ▶ Bring authentic model to the class – film/video
- ▶ Bring contextual-localized materials to the class---being known and used in daily life
- ▶ Bring exposures surrounding the class—decorate the class with slogans, telling pictures
- ▶ Bring observation activities to the class core--- re-search
- ▶ Bring soft skills to performance---modelling
- ▶ Bring thinking habits on choosing and using the language when teaching
- ▶ Bring innovative and creative energy – calling life teachers
- ▶ Bring Entrepreneurship to the social modern lifestyle - life price


Innovative Teaching in high order critical thinking skills:


- ▶ Reading/literacy means authentic inputs for brain training and enriching===ideas and vocabularies
- ▶ Writing/reporting means smartness, deep analysis and productively integrated written expression===creativity and innovation
- ▶ Oral Presenting means fluency, bravery in global communicating message===democracy and influences
- ▶ Observing means a comprehensive understanding, emphatic participation, reflective enrichment === awareness, wisdom and share
- ▶ Digitalizing means discipline, commitment, and honesty


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- ▶ Knowles (1975, 1990), learning does not take place in isolation but in association with others such as teachers, tutors, and peers. Therefore, learning can be placed on a continuum, ranging from teacher or other oriented at one end to self-directed at the other end.

SDL entails the ability to assess learning needs, effective planning, and time management, a critical evaluation of the literature resources, as well as a critical evaluation of their own SDL skills. Personal autonomy, self-management, and learner control hence clearly play a role in the PBL learning process





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- ▶ Learning environments that foster SDL such as PBL are believed to promote deep-level processing because learners have the freedom to choose what they learn and how they learn it (Candy 1991).

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- ▶ Hmelo and Lin (2000) also argued that specific PBL features support the development of SDL. The student-centered nature of PBL, the fact that students start working on a problem before they have received other curriculum inputs, the identification of their knowledge deficits, the generation of their own learning issues, students' individual study, the critical evaluation of the literature resources, the application of the new knowledge to the problem, and the critical and collaborative reflection on their SDL skills are all crucial features that foster SDL



This reflection on students' SDL skills happens individually when a student notices that his or her study activities were insufficient and collaboratively when students, after hearing each other's input in tutorial meetings, realize that their literature resources do not (fully) cover the subject to be studied

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- ▶ On the cognitive side, self-directed learning allows individuals to focus effort on useful information they do not yet possess, can expose information that is inaccessible via passive observation, and may enhance the encoding and retention of materials.
 - ▶ On the computational side, the development of efficient “active learning” that can select their own training data is an emerging research topic in machine learning. This review argues that recent advances in these related fields may offer a fresh theoretical perspective on how people gather information to support their own learning.

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- ▶ A major goal of this type of approach to education is to provide students with the necessary competencies to become lifelong learners. Students must be exposed to self-directed learning competencies to obtain the knowledge, skills, and attributes unique to their personal and professional growth.
 - ▶ It has been proposed that six competencies are required for students to become self-directed learners: self-assessment of learning gaps; evaluation of self and others; reflection; information management; critical thinking; and critical appraisal. Each of these skills are not mutually exclusive but are interrelated in such a way that students use all or a combination of them simultaneously to direct and control their learning.

HARAP SELALU GEMBIRA

“THANK YOU”

