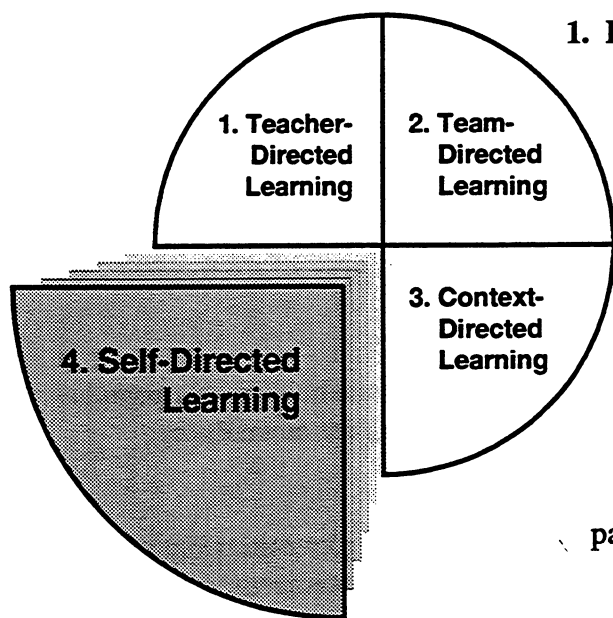


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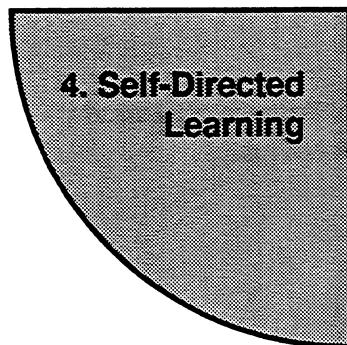
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SELF-DIRECTION IS ONLY ONE OF FOUR MAJOR GROUPS OF LEARNING METHODS:



- 1. In teacher-directed learning** – our tradition – all major decisions and practices are managed by teaching authorities.
- 2. In team-directed learning**, the student is enacting learning decisions. The team may include other students, the teacher, and other adults.
- 3. In context-directed learning**, the setting exacts a required response or enables a concrete learning experience, as in experiential, environmental, simulated work experience, or community learning.
- 4. In self-directed learning**, students manage part or all of their learning activities.

ABOUT SELF-DIRECTED LEARNING...



- ✘ It is dramatically different from teacher-directed learning.
- ✘ It requires a different approach to teaching.
- ✘ In self-directed learning, students gradually take over traditional teaching operations until they are designing their own learning units.
- ✘ In teaching self-directed learning, teachers become more like coaches, teaching students the skills of successful independent learning and then guiding them through their struggles to make the processes work.
- ✘ Becoming self-directed is becoming empowered to learn and to act. In the process students become direct participants in their own

learning. The process they master can be used to learn anything they choose to learn, or must learn, throughout their lives.

- ✘ Successful self-direction requires character, skill in relationships and the ability to act, as well as a command of certain bodies of knowledge. Conversely, these characteristics are best developed through self-directed activities.

One teaching rule:

Every time you stop doing something for students and start asking them to do something new for themselves – such as setting goals or planning – you have to teach them how.

IT'S THE RULE OF FUNCTIONAL EQUIVALENTS.

SELF-DIRECTED LEARNING...

- is dramatically different from teacher-directed learning; more like coaching students so they can do it well themselves rather than being told exactly what to do.
- requires a different approach to teaching; more showing students how to learn than telling them what they are going to learn.
- enables students to take over traditional teaching operations until they are designing and implementing their own instructional units.
- requires teachers to become more like coaches, teaching students the skills of successful independent learning and then guiding them through their struggles to make the processes work.
- empowers people to learn and to act. In the process they become direct participants in their own learning. The process they master can be used to learn anything they choose to learn, or must learn, throughout their lives.
- is a process that requires character, skill in relationships and the ability to take action, as well as a command of certain bodies of knowledge. Conversely, these characteristics of successful self-directed learning are best developed through the self-directed activities themselves.
- takes many forms that include everything from students answering assigned questions on their own to students designing and pursuing their own educational plans.

We will practise methods that cover the following three stages:

<p>Stage 1</p> <p>Course content is carefully taught; studies are carefully managed by the teacher.</p> <p>Teach students how to learn the assigned subject matter: e.g.,</p> <ul style="list-style-type: none"> • how to identify what to learn • how to organize content for learning • how to study or learn it • how to recall what has been learned. <p>This is “Learning How to Learn from a Teacher.”</p> <p><i>Empowering students to take control within a very controlled learning situation.</i></p>	<p>Stage 2</p> <p>Students are taught how to learn course content and are guided through the process.</p> <p>Teach students how to pursue course outcomes independently: e.g.,</p> <ul style="list-style-type: none"> • how to develop a personal learning style • how to plan and organize a unit • how to work with others • how to take action, check progress, get things done. <p>This is “Learning How to Teach a Course To Oneself.”</p> <p><i>Empowering students to find the most interesting and successful way to achieve course goals.</i></p>	<p>Stage 3</p> <p>Students are taught to decide what is important to learn, do or become and how to pursue it.</p> <p>Teach students to set their own goals and to pursue them: e.g.,</p> <ul style="list-style-type: none"> • how to visualize the future they desire • how to set ambitious personal goals • how to organize time, effort and resources • how to evaluate and redirect progress. <p>This is “Learning How to Direct One’s Own Learning.”</p> <p><i>Empowering students for a life of successful learning, achievement and personal development.</i></p>
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The main task is to move from direct teaching to teaching for self-directed learning.

<p><i>Direct Teaching</i></p> <ul style="list-style-type: none"> ☆ Decide course goals and content. ☆ Present course content. ☆ Select assignments. ☆ Supervise assignment completion and accuracy. ☆ Test and grade student work. 	<p><i>Teaching for Self-Directed Learning</i></p> <ul style="list-style-type: none"> ☆ Teach students to decide their own goals and content. ☆ Present skills and processes of learning. ☆ Teach learning styles and how to design practice schedules. ☆ Coach students about implementing their plans and facing difficulties. ☆ Conference, discuss and negotiate progress.
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