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Moving Toward Self-Directed Learning

Highlights of Research
Toward and of
Promising Practices

Carolyn Datta-Davis
and
John Jerry Burdick, editors

Moving Toward Self Directed Learning

William J. Rothwell, Kevin J. Sensenig



Moving Toward Self Directed Learning:

Moving Toward Self-directed Learning Delmo Della-Dora, Lois Jerry Blanchard, 1979 *Moving Toward Self-directed Learning* Delmo Della-Dora, Lois Jerry Blanchard, 1979 *Toward Self-Directed Learning in the Secondary Classroom* Erik N. Powell, 2023-12-11 *Toward Self Directed Learning in the Secondary Classroom* explores the challenges teachers have faced and continue to face in a pandemic and post pandemic context while attempting to implement self directed learning in the secondary classroom Drawing on contemporary research from around the world as well as candid interviews with educators in Canada and the United States this book addresses both the challenges and successes teachers have experienced while attempting to guide students toward self directedness **The Sourcebook for Self-directed Learning** William J.

Rothwell, Kevin J. Sensenig, 1999 This collection of articles and activities prepares trainers HR personnel or line managers to become facilitators of self directed learning Articles introduce a variety of self directed learning strategies as well as how to plan your strategy Part 2 provides activities that can be used with learners to guide self directed learning in areas that include structured goal setting self coaching improving communication interviewing sales customer service and leadership

The Playbook for Self-Directed Learning Tyler S. Thigpen, Caleb Collier, Amber Bryant, Brittney Toles, 2024-12-18 *The Playbook for Self Directed Learning* offers school leaders a student centered relationship driven approach to fostering learner led success and autonomy at school In self directed learning learners set their own goals manage their own progress and assess their own outcomes all under the guidance of teachers and administrators This accessible book offers evidence based insights real world examples and practical techniques for leaders seeking to transform their schools and empower students to become responsible for their own learning within an interdependent network of relationships with educators peers and involved adults Each chapter includes a variety of strategies for supporting the conditions in which students can enthusiastically develop self regulation time management adaptability problem solving and other important skills Principals superintendents teacher leaders and curriculum assessment designers will come away with bold yet intuitive methods for transforming schools into self directed learning environments *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 **A Handbook for Training Strategy** Martyn Sloman, 2017-07-05 When the first edition of Martyn Sloman s *Handbook* appeared it made an immediate impact on the HRD community Its starting point was the idea that traditional approaches to training in the organization were no longer effective The *Handbook* introduced a new model and set out the practical implications The world

of HRD has moved on and Martyn Sloman has now drastically revised the text to reflect the increased complexity of organizational life and the many recent developments in the field His aim remains the same to help readers to develop a framework in which training can be effectively managed and delivered In Part I of the text the author draws attention to the opportunities created for training by the current emphasis on competition through people In Part II he poses the question What should training managers be doing to ensure that training in their organization is as good as it can be Here he stresses the need to keep training aligned with business objectives and to encourage line managers to work alongside the human resource professionals The third and final Part considers the trainer as a strategic facilitator and examines the skills required Martyn Sloman writes as an experienced training manager and his book is concerned above all with implementation Thus the text is supported by questionnaires survey instruments and specimen documents With its combination of thought provoking argument and practical guidance the Handbook will continue to serve all those with an interest in organizational training

The Self-Directed Learning Handbook Maurice Gibbons, 2003-02-03 The Self Directed Learning Handbook offers teachers and principals an innovative program for customizing schooling to the learning needs of individual students and for motivating them to take increasing responsibility for deciding what and how they should learn Whether the students are struggling or proficient the program is designed to nurture their natural passion for learning and mastery challenging them to go beyond the easy and familiar so they can truly excel The program can be introduced in stages in any middle or high school classroom and enables students of diverse abilities to design and pursue independent course work special projects or even artistic presentations community field work or apprenticeships Using this approach the students take on an increasingly autonomous self directed role as they progress The heart of the program is the action contract or learning agreement whereby the student sets challenging yet attainable goals commits to a path for achieving them and evaluates the results Special emphasis is placed on developing skills and competencies that can serve the student well in his or her academic and career endeavors

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

DHEW Publication ,1973 **Individual and Contextual Factors in the English Language**

Classroom Rahma Al-Mahrooqi, Christopher J. Denman, 2022-03-22 This edited volume examines a number of topics related to the roles of individual and contextual factors in English as second or foreign language ESL EFL settings by presenting chapters across the three sections of theoretical and pedagogical approaches teacher and learner research and research into the roles of technology The book has a focus on practical actions and recommendations related to individual and contextual factors in ESL EFL with a specific concern with issues of cognition metacognition emotion and identity and offers perspectives from a diverse range of international education settings For teachers of ESL EFL the effective recognition and integration of individual and contextual factors into the classroom may represent a significant challenge This is often the case in those settings where native English speaking teachers work in foreign language contexts where they may have limited understanding of local cultures and languages or where language instructors have class groups that are culturally and linguistically diverse In these and similar contexts the types and extent of individual and contextual factors impacting on language learning may challenge both learner and instructor expectations of what an effective and supportive classroom is While such a situation offers numerous opportunities for learners and teachers to expand their knowledge of themselves and each other it also presents the possibility for ineffective teaching and learning to occur It is within this framework that the book presents the latest theoretical pedagogical and research perspectives from around the world thereby providing a resource for all stakeholders with an interest in the roles individual and contextual factors play in the English learning process

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

Emerging Realities and the Future of Technology in the Classroom Jaafar, Inaya, Pedersen, James M., 2021-04-23 The COVID 19 pandemic has shed light on how much humans rely more than ever before in our history on technology While technology in its simplest definition is the use of a tool for a practical purpose in the last three decades educators can confidently say it has revolutionized how information is communicated and accessed Most importantly educators who had to recently shift their classes online understood the important role of technology to stay

connected and instruct students remotely There are many different facets of technology in today s classrooms and ideas on where educators are headed in preparing their students for a technology rich world With new technologies being constantly developed and new scenarios rising to the surface in the educational environment the future of technology in the classroom is widespread consistently growing and always advancing with more technological reliance Emerging Realities and the Future of Technology in the Classroom provides an understanding on how technology is integrated into today s classroom and how institutions can be further informed of the importance of technology in today s world This book examines a variety of pertinent topics that look at the present and future potential roles of technology in the classroom While highlighting topics such as STEM in online education leadership and technology new instructional models in online learning and gaming in education this book is essential for teachers across all disciplines and in higher education and K 12 school administrators principals instructional designers librarians media specialists educational software developers educational technologists IT specialists practitioners researchers academicians and students interested in the current status of technology in the classroom and its potential role in education for the years ahead Self-Directed Learner - the Three Pillar Model of Self-Directedness Jennifer Gavriel,2005-01-17

Self directed learning is perhaps the Holy Grail of adult learning and for good reason Within this seemingly simple phrase lies the battleground for the frustrations of both educator and learner as they work through the difficulties of an unequal and sometimes intense partnership Learning through assessment Anita Lubbe,2021-12-31 This book aims to contribute to the discourse of learning through assessment within a self directed learning environment It adds to the scholarship of assessment and self directed learning within a face to face and online learning environment As part of the NWU Self Directed Learning Book Series this book is devoted to scholarship in the field of self directed learning focusing on ongoing and envisaged assessment practices for self directed learning through which learning within the 21st century can take place This book acknowledges and emphasises the role of assessment as a pedagogical tool to foster self directed learning during face to face and online learning situations The way in which higher education conceptualises teaching learning and assessment has been inevitably changed due to the COVID 19 pandemic and now more than ever we need learners to be self directed in their learning Assessment plays a key role in learning and therefore we have to identify innovative ways in which learning can be assessed and which are likely to become the new norm even after the pandemic has been brought under control The goal of this book consisting of original research is to assist with the paradigm shift regarding the purpose of assessment as well as providing new ideas on assessment strategies methods and tools appropriate to foster self directed learning in all modes of delivery **Assessing and Evaluating Adult**

Learning in Career and Technical Education Wang, Viktor,2010-07-31 This book advances a framework a process and meaningful approaches for assessing and evaluating adult learning in career and technical education CTE Provided by publisher Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators and

Learners Dooley, Kim E., Lindner, James R., Dooley, Larry M., 2005-02-28 This book covers theory to practice with readers gaining the necessary knowledge skills and abilities to be successful in teaching or training using technology mediated instruction Provided by publisher Supporting Lifelong Learning: Organising learning Roger Harrison, Fiona Reeve, Marion Cartwright, Richard Edwards, 2002 This book looks at what types of learning environments promote lifelong learning how they can be organized to support meaningful learning and what the implications of these shifts are for managers

Directions in Self-Access Language Learning David Gardner, Lindsay Miller, 1994-07-01 This is a collection of articles on the topic of self access language learning by a variety of experienced educators currently active in the field of English language teaching in Hong Kong Separate chapters discuss a wide range of issues confronting ELT professionals in tertiary and secondary education and in the private sector Teaching and Learning Communication Skills in Medicine Suzanne Kurtz, Juliet Draper, Jonathan Silverman, 2017-12-21 This book and its companion Skills for Communicating with Patients Second Edition provide a comprehensive approach to improving communication in medicine Fully updated and revised and greatly expanded this new edition examines how to construct a skills curricular at all levels of medical education and across specialties documents the individuals skills that form the core content of communication skills teaching programmes and explores in depth the specific teaching learning and assessment methods that are currently used within medical education Since their publication the first edition of this book and its companion Skills for Communicating with Patients have become standards texts in teaching communication skills throughout the world the first entirely evidence based textbooks on medical interviewing It is essential reading for course organizers those who teach or model communication skills and program administrators

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