

Symposium on “Helping students be self directed”

cpapers

Issues in Self-Directedness

M Are the teachers ready?

M Are the students ready?

M Summary

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A definition of being self directed in learning

Task	Teacher	Student
Select topic		
Identify learning issues		
Prioritize		
Set goals/criteria		
Select resources		
Learn		✓
Assess		
Reflect/elaborate		

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Some learning environments

M Cooperative learning

M Inquiry

M Small group, self-directed learning

M Small group, self-directed PBL

M Projects

M Research projects

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M Are the teachers ready?

Potential issues:

role in conventional	role in self directed students learning
source of “knowledge”	coach of learning process

Perceived control in conventional programs	perceived control when empower students
over student behaviour:	make individual behaviour visible; provide “norms”
over content: “cover material”	covering is not student learning;
over standards of student performance: I assess	assess the process used

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Teachers ready?

Ego trip in conventional	self-directed learning
Intrinsic motivation of synthesizing new perspectives of the new knowledge	joy at student accomplishment
Power of all eyes on you; students writing down your every word; you are centre stage	You are coach, in the wings; encouraging and applauding
Student feedback about superstar teachers; awards	more challenging for students to give you credit.

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Teacher ready?

So what might you do?

- 1. Select one issue in self-directedness with which you are comfortable.**
- 2. Check for consistency with your attitude: MRIQ**
- 3. Set yourself up for success:**
 - start small**
 - help students understand why you are making this change.**
 - help students see personal benefits**
 - monitor: use ombudspersons**
 - prepare students**
 - be flexible**
 - consider a course as 120 h of activities**
 - bring in success stories**

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M Are the students ready?

Some issues:

**self confidence to handle the new
empowerment accountability?**

self awareness of performance

awareness of others

self acceptance

acceptance of others

self confidence of personal uniqueness

manage the change?

awareness of expected roles of student

teacher: traditional versus self-directed

grieving process

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Some ideas on helping students move toward self confidence:

Awareness: know what you do

- 1. awareness of what I do? TAPPS, reflect**
- 2. Aware of others? TAPPS, reflect, peer feedback**
- 3. Receive feedback from trained observers**

Know goals in performance

- 4. Be aware of target behaviours:**
communication, listening, giving and receiving feedback, problem solving, group work, change management, self assessment

Know unique style where no right / wrong

- 5. Use diagnostics**

Do task

- 6. self-assessment, reflections, personal enrichment projects**

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Example diagnostics

<p>Indicators of PS</p> <p>Heppner PSI Rotter locus of control Kolb-Basadur strategy application KAI-Basadur for creativity Billings-Moos Decision-making style Risk Kellner-Sheffield Holmes-Rhae</p>	<p>Indicators of learning style & writing exams</p> <p>Visualizer-verbalizer-symbol LASQ deep versus surface Jungian typology Kolb learning cycle Perry Alpert Haber Anxiety Achievement</p>
<p>self directedness</p> <p>Perry</p>	<p>Group and interpersonal</p> <p>FIRO-B Johnson’s conflict resolution Jungian Trust</p>

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Example: Jungian typology:

your preferred style in four dimensions:

USE:

approaches to PS

potential conflict

style in responding to conflict

studying for exams

taking lecture notes

approach to trouble shooting & decisions

teaching others in coop learning or PBL

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Example: use for teamwork:

For the members of your team list values of Jungian typology and Kirton Inventory.

Identify: blind spots for your team

areas where there might be apparent conflict

M	S (N)	T (F)	I (E)	P(J)	KAI
you					
Mike					
Sue					
Marie					
Jose					

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Example: PBL

For the members of your team list values for Perry, LASQ, Jungian S, Jungian T

For each person, identify

- their learning expectations
- blind stops for identifying learning issues
- test question preparation or concept map

Critique a “teach handout”

	Perry	Strat.	Rote	Meaning	S	ST,NT, SF,NF
you						

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Self assessment:

Principle 1: Assessment is about performance - not personalities.

Principle 2: Assessment is based on evidence - not feelings.

Principle 3: Assessment should be done for a purpose with clearly defined performance conditions.

Principle 4: Assessment should be done in the context of published goals, measurable criteria and pertinent, agreed-upon forms of evidence.

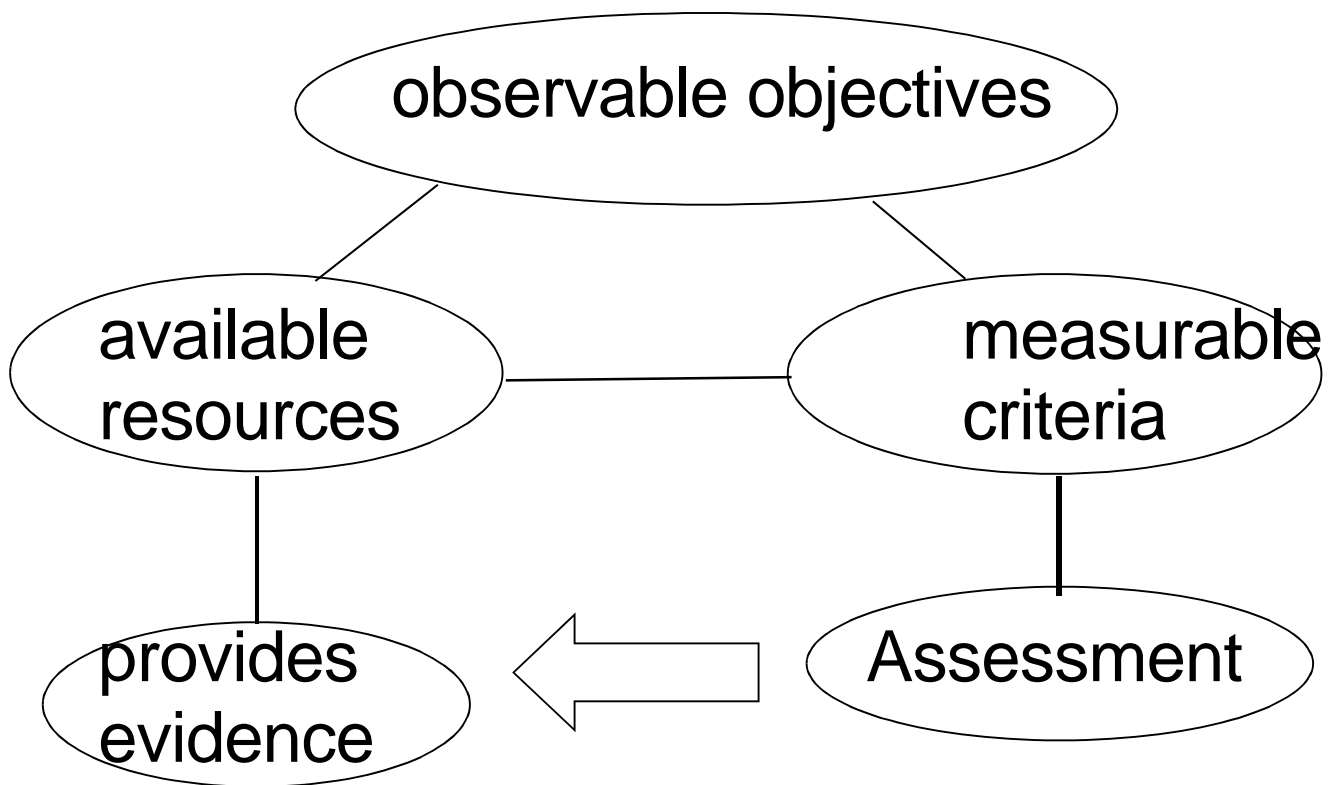
Principle 5: The evidence must be consistent with the criteria.

Train students in the process;

Self assessment is not a negotiation; it is a decision about performance based on evidence

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*For assessment to be valid, reliable, explicit
the main issues are:*



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Personal enrichment projects

5% of final mark

6 to 8 weeks

Example topics:

stress, time mgt.

exercise, learn to cook, or to dance

learn language,

stop smoking

improve self respect

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So what might you do?

- 1. Select one of these to be a valued outcome of your course: eg. self awareness through Jungian typology questionnaire**
- 2. Create objectives and criteria**

<http://www.chemeng.mcmaster.ca/innov1.htm> and click on MPS program

- 3. Publish target skills**
- 4. Provide opportunity**
- 5. Assess**

Create program matrix showing skill development in your course and how that impacts on others and on Program outcomes

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Example: Nick Spencer Chapman

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Summary

Thanks for all you have taught me

Self directed student learning is enriching

Challenges:

teacher’s attitude: willing to risk

student’s attitude and self confidence:

usefulness of self assessment and diagnostic inventories used to help a student become aware of and proud of her/his uniqueness

importance of that knowledge in self directed learning