

Project Based Homeschooling Mentoring Self Directed Learners English Edition

Self-directed LearningThe Art of Self-Directed LearningAssessment Strategies for Self-Directed LearningThe Self-directed Learner in Medical EducationManaging Self-Directed Learning in Primary School Education: Emerging Research and OpportunitiesSelf-directed learning research and its impact on educational practiceSelf-Directed Learning for the 21st Century: Implications for Higher EducationSelf-Directed Learning Made SimpleSelf-directed LearningThe Self-Directed Learning HandbookSelf-directed Learning Research and Its Impact on Educational PracticeEmerging Self-Directed Learning Strategies in the Digital AgeSelf-directed LearningSelf-Direction in Adult LearningSelf-directed learning research: An imperative for transforming the educational landscapeSelf-directed LearningCreative TeachersSelf-directed learningTeachers as Self-directed LearnersAdventures in Self-Directed Learning Malcolm Shepherd Knowles Blake Boles Arthur L. Costa Jenny Gavriel Van Deur, Penny Elsa Mentz Elsa Mentz Amanda Smith Stephen Brookfield Maurice Gibbons Elsa Mentz Giuseffi, Frank G. Merryl Hammond Ralph G. Brockett Elsa Mentz Huey B. Long Dennis Sale Huey B. Long Kathleen Smith Bernard D. Bull

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this book includes many techniques for designing a learning environment of mutual trust between learner and facilitator the teacher diagnosing needs and evaluating programs

the art of self directed learning is a collection of 23 stories and insights that will help you become a more motivated and self guided learner drawing on a decade of research adventures and interviews conducted by blake boles author of college without high school and

better than college this book will inspire you to craft your own unconventional education no matter whether you re a young adult recent graduate parent or simply someone who never wants to stop learning each chapter is brief story oriented and accompanied by an original line drawing making the art of self directed learning a great choice for readers and non readers alike

the authors present educators with strategies for designing diverse ways of gathering organizing and reporting evidence of self directed learning

self directed learning is a buzz term that has been used within educational circles for some time now an educator wants their students to fulfill their potential and work to the maximum of their abilities as with younger students the challenge with teaching adults is to encourage discipline and focus in studying and to develop a motivation for learning as opposed to simply seeking the answers this book captures the frustrations involved in this pursuit and provides strategy and solutions for both educator and student alike using the three pillar model the foundation for life long self directed learning is clearly outlined and encouraged through a focus on skills motivation and self belief

students taking control of their own learning is an upcoming trend in education with the novelty of this method there is still room for further improvements to be made on the application of this strategy managing self directed learning in primary school education emerging research and opportunities is an essential reference source on the examination role and function of independent learning at the elementary level featuring extensive coverage on a relevant range of topics and perspectives such as learning assessment constructivism and student factors this publication is ideal for researchers and educators seeking the latest research on student learning and instructional design

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

this book is devoted to scholarship in the field of self directed learning in the 21st century with specific reference to higher education

the target audience of the book includes scholars in the field of self directed learning and higher education the book contributes to the discourse on the quality of education in the 21st century and adds to the body of scholarship in terms of self directed learning and specifically its role in higher education although all the chapters in the book directly address self directed learning the different foci and viewpoints raised make the book a rich knowledge bank of work on self directed learning

life is busy and time is limited but self directed learning allows individuals to learn at their own pace and on their own time self directed learning opens opportunities for l d professionals to help individuals grow and learn in this issue of td at work amanda smith details what self directed learning is questions to pose to learners before implementing a program ways to use self directed learning in the context of a larger development program key components for building a self directed learning program

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

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currently society is becoming increasingly involved in self directed learning for both intellectual and professional development as such it is imperative that both researchers and educational professionals update themselves on the current research on self directed learning and how it has created a new culture of independence emerging self directed learning strategies in the digital age is a key resource for the latest research on the role of self directed learning and how it is impacting society educational professionals and researchers in their day to day work featuring broad coverage among a variety of relevant views and themes such as project based learning pbl student goal setting and self efficacy theory this book is ideally designed for educational professionals working in the fields of teacher pedagogy theory instructional technology and adult education as well as academics and upper level students looking for innovative research on one to one programs and learning analytics

aimed at those educators who wish to make their practice more consistent with progressive educational principles namely helping learners to take greater control over planning and managing their own learning the book contains a balance of theory and practical suggestions

originally published in 1991 this book provides the reader with a comprehensive synthesis of developments issues and practices related to a self direction in learning it presents strategies for facilitating self directed learning as an instructional method and for enhancing learner self direction as an aspect of adult personality the idea of self directed learning is not a new one but has received renewed attention in education circles and has particular significance for the adult education sector

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 problembased 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

this book offers teaching training professionals an evidence based pedagogic guide to teaching effectively efficiently and creatively also known as creative teaching competence firstly it summarizes the extensive research on human psychological functioning relating to learning and how this can be fully utilized in the design and facilitation of quality learning experiences that maximize attainment and engagement opportunities secondly it demonstrates what creativity actually looks like in terms of specific teaching practices modeling the underpinning processes syntax of creative learning design it then establishes metacognitive capability as the superordinate twenty first century competency in that this unique human attribute can significantly enhance the cognitive and motivational strategies essential for facilitating self directed learning and wellbeing the book helps teaching training professionals to thoughtfully apply evidence based knowledge and strategies to today s challenges such as developing self directed learners enhancing intrinsic motivation utilizing technology for learning and teaching developing curricula for twenty first century competencies and optimally framing and developing the heightened teacher expertise required today

this book redefines teacher in service education as being less about participation in a program and more about the opportunity for teachers to experience a process of learning that is personally meaningful and contextually relevant to their own teaching practice the research presented here reveals that teachers have the capacity to think and work differently yet are rarely provided with opportunities to exercise active decision making about their personal learning needs creating and implementing such an approach involves reimagining all aspects of the learning experience so that teachers are free to articulate their own learning needs and actively work to determine what matters most for their professional practice the book breaks new ground by drawing from research related to an in service program where teachers their experience and professional thinking were deliberately positioned at the centre of the learning experience using this evidenced based approach it focuses not only on the learning achieved but also the conditions that enabled teachers to undertake such learning

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

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Introduction

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