

Faculty guide for Self Directed Learning (SDL)

What is Self-Directed Learning (SDL)?

Self-directed learning is “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

- **What It Is:** The process of teaching one’s self, or “Self-directing” through the learning process
- **Why Do It:** Engagement, self-pacing, and free
- **What You Need:** Hardcopy, digital accessibility, content control, location free (mobile learning)
- **Tips & Tricks:** Self-assessment, momentum, planning, variety, projects

Steps



Faculty Guide Self Directed Learning (SDL)

Faculty: -----

Time: -----

| Time | Activity | Person | Logistics |
|----------------|--|-------------------------------|--|
| 2.00 to 2.15pm | Formation of groups | 3 teachers for 6 groups | |
| 2.15 – 3.00pm | <ul style="list-style-type: none"> • A common learning goal will be established • Each group will be given a topic to carry out self directed learning to achieve common goal • Each group will discuss the resources required for the topic, the methods of self directed learning they will be using to achieve the common goal. • Each group will present their self directed learning plan | | Flip charts for the presentations |
| 3.00-3.30pm | <p>From the group activity-the concept of self directed learning, importance, process will be discussed with the students.</p> <p>How the assessment of self-directed learning takes place? – importance of assignments</p> | | PPT and interactive discussion with examples |
| 3.30-4.00pm | <p>Assessment of Self-Rating for Self-Directed Learning using SRSSDL Tool</p> <p>Distribution of topics for self directed learning to be discussed in the next class</p> | Facilitators | Hard copies of SRSSDL tool List of topics |

Assessment

Participation in the activity

Reflection

References:

1. Knowles M. Self-directed learning: A guide for learners and teachers. 1975
2. <https://doi.org/10.1016/j.compedu.2013.08.006>
3. Williamson SN (2007) The Development of Self-Rating Scale of Self-Directed Learning. *Nurse Researcher* 14(2): 65 – 72.

Appendix 1

ID-----

Date-----

Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

The aim of this tool is to identify learner's levels of self-directedness in learning in higher education.

Please read and encircle the most appropriate response to each statement indicating the level at which you rate yourself. Please note that your first reaction to the statement is the most accurate response; therefore do not spend too long a time on each item.

The 'any other' space is provided for you to add any other issues about self-directedness in learning you think relevant. A 'scoring sheet' is included for you to assess the level of your self-directedness in learning.

Response Key: 5 = Always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never

| | | |
|---|-----------|-------|
| 1 | Awareness | Score |
|---|-----------|-------|

| | | | | | | |
|------|--|---|---|---|---|---|
| 1.1 | Identify my own learning needs | 5 | 4 | 3 | 2 | 1 |
| 1.2 | I am able to select the best method for my own learning | 5 | 4 | 3 | 2 | 1 |
| 1.3 | I consider teachers as facilitators of learning rather than providing information only | 5 | 4 | 3 | 2 | 1 |
| 1.4 | I keep up to date on different learning resources available | 5 | 4 | 3 | 2 | 1 |
| 1.5 | I am responsible for my own learning | 5 | 4 | 3 | 2 | 1 |
| 1.6 | I am responsible for identifying my areas of deficit | 5 | 4 | 3 | 2 | 1 |
| 1.7 | I am able to maintain self-motivation | 5 | 4 | 3 | 2 | 1 |
| 1.8 | I am able to plan and set my learning goals | 5 | 4 | 3 | 2 | 1 |
| 1.9 | I have a break during long periods of work | 5 | 4 | 3 | 2 | 1 |
| 1.10 | I need to keep my learning routine separate from my other commitments | 5 | 4 | 3 | 2 | 1 |
| 1.11 | I relate my experience with new information | 5 | 4 | 3 | 2 | 1 |
| 1.12 | I feel that I am learning despite not being instructed by a lecturer | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|----------|--|--------------|---|---|---|---|
| 1.13 | Any other: | 5 | 4 | 3 | 2 | 1 |
| 2 | Learning Strategies | Score | | | | |
| 2.1 | I participate in group discussions | 5 | 4 | 3 | 2 | 1 |
| 2.2 | I find peer coaching effective | 5 | 4 | 3 | 2 | 1 |
| 2.3 | I find 'role play' is a useful method for complex learning | 5 | 4 | 3 | 2 | 1 |
| 2.4 | I find inter-active teaching-learning sessions more effective than just listening to lectures | 5 | 4 | 3 | 2 | 1 |
| 2.5 | I find simulation in teaching-learning useful | 5 | 4 | 3 | 2 | 1 |
| 2.6 | I find learning from case studies useful | 5 | 4 | 3 | 2 | 1 |
| 2.7 | My inner drive directs me towards further development and improvement in my learning | 5 | 4 | 3 | 2 | 1 |
| 2.8 | I regard problems as challenges | 5 | 4 | 3 | 2 | 1 |
| 2.9 | I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life | 5 | 4 | 3 | 2 | 1 |
| 2.10 | I find concept mapping is an effective method of learning | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|----------|---|--------------|---|---|---|---|
| 2.11 | I find modern educational interactive technology enhances my learning process | 5 | 4 | 3 | 2 | 1 |
| 2.12 | I am able to decide my own learning strategy | 5 | 4 | 3 | 2 | 1 |
| 2.13 | Any other: | 5 | 4 | 3 | 2 | 1 |
| 3 | Learning Activities | Score | | | | |
| 3.1 | I rehearse and revise new lessons | 5 | 4 | 3 | 2 | 1 |
| 3.2 | I identify the important points when reading a chapter or an article | 5 | 4 | 3 | 2 | 1 |
| 3.3 | I use concept mapping/outlining as a useful method of comprehending a wide range of information | 5 | 4 | 3 | 2 | 1 |
| 3.4 | I am able to use information technology effectively | 5 | 4 | 3 | 2 | 1 |
| 3.5 | My concentration intensifies and I become more attentive when I read a complex study content | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|----------|---|--------------|---|---|---|---|
| 3.6 | I keep annotated notes or a summary of all my ideas, reflections and new learning | 5 | 4 | 3 | 2 | 1 |
| 3.7 | I enjoy exploring information beyond the prescribed course objectives | 5 | 4 | 3 | 2 | 1 |
| 3.8 | I am able to relate knowledge with practice | 5 | 4 | 3 | 2 | 1 |
| 3.9 | I raise relevant question(s) in teaching-learning sessions | 5 | 4 | 3 | 2 | 1 |
| 3.10 | I am able to analyse and critically reflect on new ideas, information or any learning experiences | 5 | 4 | 3 | 2 | 1 |
| 3.11 | I keep an open mind to others' point of view | 5 | 4 | 3 | 2 | 1 |
| 3.12 | I prefer to take any break in between any learning task | 5 | 4 | 3 | 2 | 1 |
| 3.13 | Any other: | 5 | 4 | 3 | 2 | 1 |
| 4 | Evaluation | Score | | | | |
| 4.1 | I self-assess before I get feedback from instructors | 5 | 4 | 3 | 2 | 1 |
| 4.2 | I identify the areas for further development in whatever I have accomplished | 5 | 4 | 3 | 2 | 1 |
| 4.3 | I am able to monitor my learning progress | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|------|---|---|---|---|---|---|
| | | | | | | |
| 4.4 | I am able to identify my areas of strength and weakness | 5 | 4 | 3 | 2 | 1 |
| 4.5 | I appreciate when my work can be peer reviewed | 5 | 4 | 3 | 2 | 1 |
| 4.6 | I find both success and failure inspire me to further learning | 5 | 4 | 3 | 2 | 1 |
| 4.7 | I value criticism as the basis of bringing improvement to my learning | 5 | 4 | 3 | 2 | 1 |
| 4.8 | I monitor whether I have accomplished my learning goals | 5 | 4 | 3 | 2 | 1 |
| 4.9 | I check my portfolio to review my progress | 5 | 4 | 3 | 2 | 1 |
| 4.10 | I review and reflect on my learning activities | 5 | 4 | 3 | 2 | 1 |
| 4.11 | I find new learning challenging | 5 | 4 | 3 | 2 | 1 |
| 4.12 | I am inspired by others' success | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|----------|---|--------------|---|---|---|---|
| 4.13 | Any other: | 5 | 4 | 3 | 2 | 1 |
| 5 | Interpersonal Skills | Score | | | | |
| 5.1 | I intend to learn more about other cultures and languages I am frequently exposed to | 5 | 4 | 3 | 2 | 1 |
| 5.2 | I am able to identify my role within a group | 5 | 4 | 3 | 2 | 1 |
| 5.3 | My interaction with others helps me to develop the insight to plan for further learning | 5 | 4 | 3 | 2 | 1 |
| 5.4 | I make use of any opportunities I come across | 5 | 4 | 3 | 2 | 1 |
| 5.5 | I need to share information with others | 5 | 4 | 3 | 2 | 1 |
| 5.6 | I maintain good inter-personal relationships with others | 5 | 4 | 3 | 2 | 1 |
| 5.7 | I find it easy to work in collaboration with others | 5 | 4 | 3 | 2 | 1 |
| 5.8 | I am successful in communicating verbally | 5 | 4 | 3 | 2 | 1 |
| 5.9 | I identify the need for inter-disciplinary links for maintaining social harmony | 5 | 4 | 3 | 2 | 1 |
| 5.10 | I am able to express my ideas effectively in writing | 5 | 4 | 3 | 2 | 1 |
| 5.11 | I am able to express my views freely | 5 | 4 | 3 | 2 | 1 |

| | | | | | | |
|------|---|---|---|---|---|---|
| 5.12 | I find it challenging to pursue learning in a culturally diverse milieu | 5 | 4 | 3 | 2 | 1 |
| 5.13 | Any other: | 5 | 4 | 3 | 2 | 1 |

Once you have responded to all the items of the SRSSDL transfer the scores to the correct boxes below and add up your scores as in the following example.

| | | | | | | |
|------------------|----|----|---|----|---|------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 1.1 - 1.12 | 3 | 4 | 3 | 5 | 0 | |
| Total | 15 | 16 | 9 | 10 | 0 | Total Score = 50 |

| | | | | | | |
|------------------|---|---|---|---|---|----------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 1.1 - 1.12 | | | | | | |
| Total | | | | | | Total Score = |

| | | | | | | |
|------------------|---|---|---|---|---|----------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 2.1 - 2.12 | | | | | | |
| Total | | | | | | Total Score = |

| | | | | | | |
|------------------|---|---|---|---|---|----------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 3.1 - 3.12 | | | | | | |
| Total | | | | | | Total Score = |

| | | | | | | |
|------------------|---|---|---|---|---|----------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 4.1 - 4.12 | | | | | | |
| Total | | | | | | Total Score = |

| | | | | | | |
|------------------|---|---|---|---|---|----------------------|
| Score | 5 | 4 | 3 | 2 | 1 | |
| Items 5.1 - 5.12 | | | | | | |
| Total | | | | | | Total Score = |

Add all the total scores

$$\boxed{\quad} + \boxed{\quad} + \boxed{\quad} + \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

Check the total score with the following scoring range in order to identify your level of self-directedness in learning.

| Scoring range | Level of Self- directedness in learning | Interpretation |
|---------------|---|---|
| 60 – 140 | Low | Guidance is definitely needed from the teacher. Any specific changes necessary for improvement must be identified and a possible complete re-structuring of the methods of learning. |
| 141 - 220 | Moderate | This is half way to becoming a self-directed learner. Areas for improvement must be identified, evaluated and a strategy adopted with teacher guidance when necessary. |
| 221 – 300 | High | This indicates effective self-directed learning. The goal now is to maintain progress by identifying strengths and methods for consolidation of the students’ effective self-directed learning. |

No matter what your total score, it is essential that you pay particular attention to any individual items of the SRSSDL in which you have scored below 3 as these are the areas in which you may need to improve.

Thank you for completing the questionnaire.

SRSSDL tool source:

Williamson SN (2007) The Development of Self-Rating Scale of Self-Directed Learning. *Nurse Researcher* 14(2): 65 – 72.