

# Creating ideal conditions for self-directed learning

5LD01 Supporting Self-Directed and Social Learning

As they embark on their learning journeys, employees will need a support crew to prevent them from running adrift.

- One of the great feats of athleticism and tenacity is solo sailing on the open ocean.
- This is not a journey to be taken lightly; a sailor needs sharply honed skills, a state-of-the-art boat, reliable equipment, and a will to harness the elements.
- Success depends on a well-considered float plan, practiced execution of sailing maneuvers, strategic course corrections, and no small amount of drive.



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- But as much as we celebrate such solo achievements, each sailor is not really alone.
- They are each backed by people who help them to design and outfit their sailboats; strategize their course; provide them information on weather, tide, and current; advise them on repairs; and cheer them on the journey—not to mention the individuals who taught and coached them sailing techniques in the first place.



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- Such it is with self-directed learning.
- Self-directed learners are a hardy and persistent breed.
- But they receive aid from people who help to shape goals, locate resources, plan their efforts, and free up time.
- That support crew makes it possible for self-directed learners to succeed, and crew members actively engage in conversation, act as role models, teach, and coach.
- **How to support SDL?**

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- Organizations that rely on employees to keep their skills up to date and to reskill for future roles should actively support employees in their self-directed learning quests.

## SDL Community Objectives



- Facilitate a go to interactive platform where you can receive support from SDL and each other



- Empower Community Members by providing meaningful self serve content & resources



- Inspire creative and innovative applications of technologies, through solution based forums and best practice sharing



- Enable you to optimize your organizations investment through independent, accelerated learning

# Help learners on their journey

- Decades of research on self-directed learning reveals what employers can do to bolster employee self-development.
- Just as a solo sailor's land-bound crew must understand the details of sailing in the open ocean, those who want to strengthen self-directed learners should grasp the nuances of self-directed learning and the qualities and skills it takes for individuals to be effective.
- The process and skills go well beyond simple search and learn. Although there are times when a learner only needs a quick article or video that gives just enough guidance to continue their work, complex learning needs require a more robust effort and a longer-term development plan.

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- For those complex, deeper development plans, successful self-directed learners need to define goals, research and curate resources, and consciously execute a learning strategy—a process that can be described as orientating, wayfinding, and journeying.
- At each stage, learners benefit from being shored up by managers and organizational systems that scaffold their development.
- **What is scaffolding?**
- Scaffolding refers to a **method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill**. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem.

# 1. Orientating

- The first step of any journey, whether circumnavigating or learning, is to choose a destination.
- In self-directed learning projects, learners define their goals, guided by questions and curiosity about a topic or a deep desire to strengthen a skill.
- At the orientating phase, learners identify a specific knowledge base or capability, assess where they are and where they want to be on the continuum of novice to expert, clarify the questions for which they seek answers, and visualize the contexts in which they want to apply what they develop on the journey.



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- To support orientating, managers and L&D leaders can be clear about the knowledge and skills needed for specific roles and provide self-assessment tools so employees can check themselves.
- Workers often don't know what they need to know to be successful in a role and are unaware of the scope and nuance of necessary skill sets. Managers, mentors, and peers can help learners to get a better sense of the subtleties of the skill set they are developing by providing clear and timely feedback.

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- Beyond defining a destination, learners need to have a clear sense of their motivation and purpose for engaging in those efforts.
- They must see how development will benefit them both in terms of performance and recognition for skill advancement.
- Organization leaders can make those connections clear. By providing overt advocacy for self-directed learning, leaders communicate their approval and encouragement.

## 2. Wayfinding

- Mapping out the best path to the destination is the task of wayfinding.
- In a learning journey, wayfinding comprises numerous tasks: finding an array of possible learning resources and activities, identifying people who may be of assistance, vetting and curating the best of the options, devising learning activities and application projects, and compiling a comprehensive study plan.

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- Managers and L&D professionals can encourage and aid in wayfinding in many ways.
- Finding the right resources can be daunting and frustrating because of the abundance of choice and the uneven quality in what learners can uncover.
- Therefore, managers and L&D staff can relieve the burden by curating specific resources that are right, relevant, and rich as well as varied in format (for example, courses, podcasts, videos, books, articles, and topical websites).
- Supporters likewise can introduce learners to individuals inside and outside the organization who may be subject matter experts, co-learners, coaches, or mentors.

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- Because most learners have little experience in designing learning and application activities, L&D can provide advice on the kinds of activities that solidify learning.
- The suggestions can be quite varied—such as keeping a notebook or reflective journal, holding regular conversations with a mentor or co-learner, engaging in practice activities, conducting informational interviews with SMEs, collaborating on a project, or taking on responsibility for a small deliverable.
- Offering learning plan templates also can be beneficial for learners.

## 10 Questions to Encourage Self-Directed Learning

1. WHAT DO YOU THINK?
2. WHAT DO YOU KNOW ABOUT THIS ALREADY?
3. WHAT ELSE WOULD YOU LIKE TO KNOW?
4. DO YOU HAVE ANY IDEAS?
5. HOW CAN WE FIND OUT?
6. DO WE HAVE ANY BOOKS ABOUT THIS?
7. I WONDER WHO WE CAN ASK?
8. CAN YOU TELL ME ABOUT IT?
9. I WONDER WHY/HOW THAT HAPPENED?
10. WHAT DO YOU THINK WILL HAPPEN?

## Self-Directed Learning Tips

If I am...	Then I should ...
Starting a new focus area (play list)	<ul style="list-style-type: none"> <li>→ Take the Diagnostic Assessment <a href="#">paper</a></li> <li>→ Ask for a checklist or completion guide</li> <li>→ Read the objectives - make sure I get it</li> <li>→ Ask questions if I don't understand</li> </ul>
Working on a "practice"	<ul style="list-style-type: none"> <li>→ Use notepaper / whiteboard to write out practice problems</li> <li>→ Use strategies, tips and tricks that work for me</li> <li>→ Practice until I can accurately complete at least 5 in a row</li> </ul>
Watching a video or reading an article	<ul style="list-style-type: none"> <li>→ Take notes</li> <li>→ Rewind / reread when I need to gain a deeper understanding</li> <li>→ Use active viewing and close reading strategies</li> </ul>
Working on a "Check for Understanding" (CFU)	<ul style="list-style-type: none"> <li>→ Show my work on paper</li> <li>→ Use the answer key to check my work</li> <li>→ Make sure I understand before I go on, go back to the resources if needed</li> </ul>

# I AM A SELF-DIRECTED LEARNER.

	<b>NOT YET...</b>	<b>PRETTY GOOD.</b>	<b>WOW!!!</b>
<b>I WORK TO GROW MY BRAIN.</b>	I <b>ONLY</b> DO WHAT I HAVE TO DO. I FORGET TO CHECK THAT I DO WHAT IS REQUIRED).	I LIKE AND VALUE LEARNING. I DO WHAT IS REQUIRED, AND I PUT GOOD EFFORT INTO MY WORK.	I LIKE AND VALUE LEARNING. I SEEK OUT <b>EXTRA LEARNING OPPORTUNITIES</b> . I SET GOALS AND TRY STRATEGIES WITHOUT REMINDERS.
<b>I SOLVE PROBLEMS ON MY OWN.</b>	IF I HAVE A PROBLEM, I ALWAYS ASK OTHERS TO SOLVE IT FOR ME BEFORE I TRY BY MYSELF. I IGNORE SOME PROBLEMS.	IF I HAVE A PROBLEM I <b>RELY ON MY TEACHER'S DIRECTIONS</b> TO SOLVE IT. OTHERWISE, I ASK FOR HELP.	IF I HAVE A PROBLEM, I USE <b>COMMON SENSE AND SOLVE IT MYSELF</b> . I ONLY ASK FOR HELP WHEN I CAN'T FIGURE IT OUT ALONE.
<b>I MONITOR MY BEHAVIOR AND CHOICES.</b>	I <b>RELY ON OTHERS</b> TO REMIND ME HOW TO ACT. I ACT BEFORE THINKING.	I <b>MONITOR SOME OF MY CHOICES</b> . BUT MY TEACHER REMINDS ME ABOUT A FEW SPECIFIC RULES OR ROUTINES OFTEN.	I <b>DEMONSTRATE GOOD CLASSROOM CITIZENSHIP</b> . WITHOUT BEING TOLD TO BY MY TEACHER. I <b>MONITOR MY OWN BEHAVIOR</b> .

# Continue...

- In all this, managers and L&D professionals should act more like a support crew than captains, providing light advice without taking control of defining the plan.



## 3. Journeying

- Journeying is what all the preparation has been about, whether sailing out on the open seas or getting down to the business of learning.
- A successful learning journey is action-filled, steadily advancing, and generally on course.
- And the support crew remains critical to guide, provide in-process feedback, and encourage persistence.

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- Learning leaders assist journeying by providing resources to scaffold and strengthen learning skills, and it's advantageous to develop those skills in the context of using them to achieve learning goals.
- Managers can ensure that learners have a positive environment for learning by valuing learning, ensuring psychological safety, providing feedback and coaching as needed, and encouraging and supporting self-direction.
- L&D can fortify learners by ensuring they understand the most effective strategies for learning.

# METACOGNITION

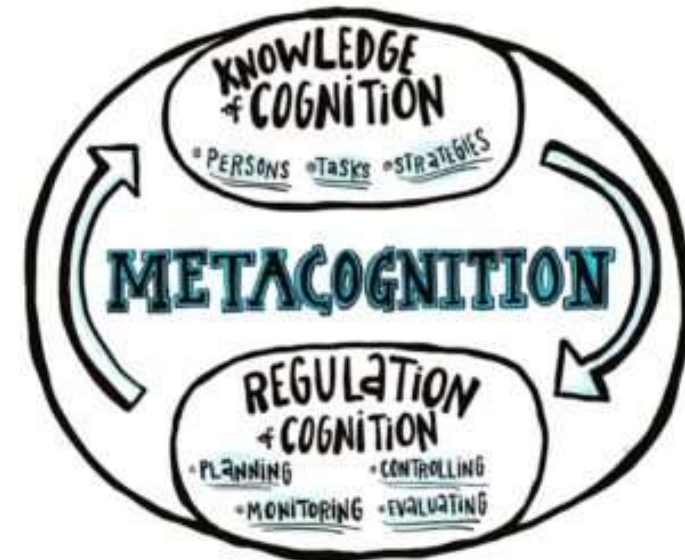


# Why Metacognition is a vital life skill that everyone should learn?

- Metacognition is simply explained as the awareness and understanding of one's thought process. In other words, it's the process of thinking about thinking. And one's self-reflection on their present as well as their future choices and goals.
- When you come to think of it metacognition is a basic survival strategy. A strategy that humans have unconsciously been implementing since day 1 as a regulatory system. And that helps them understand and control their thought processes and cognitive performance.
- Scientists have even discovered that metacognition is present in rats.

# How does This work?

- Several pieces of research and studies have been able to break down the skills of metacognition. It is in two complementary processes that simplify it and make it easier to remember.
- According to researchers, metacognition's constituents are the knowledge of cognition and the regulation of cognition,



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## **Knowledge of cognition has three components:**

- knowledge of the factors that influence one's performance.
- knowing different types of strategies to use for learning.
- knowing what strategy to use for a specific learning situation.

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**As for Regulation of cognition, it involves:**

- Goal orientation and planning.
- monitoring and controlling learning.
- evaluating one's regulation (assessing results and strategies used).

# What is the importance of metacognition?

- Consider people who have developed metacognition. They can assess their thought processes and reframe the way they think to adapt to new situations. This not only helps you achieve your goals but also strengthens your personality making you more flexible to change.
- When using metacognition, people gain an understanding of the situations, processes, and methods that work best for them. Through trial and error, they begin to come to an understanding with themselves regarding which technique works for them best.



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- Perhaps the most vital reason for heightening metacognition is that it can improve the application of knowledge. It also improves skills, and character qualities in realms beyond the immediate context in which they were learned.
- And lastly, extensive studies have shown that adults whose metacognitive skills are well developed are better problem-solvers. They are better decision-makers and critical thinkers. They are also able and more motivated to learn. And are more likely to be able to regulate their emotions (even in difficult situations). They can handle complexity, and cope with conflict.

# Metacognition and learning

- As humans, we learn something every day no matter how insubstantial it is. Our life revolves around learning and gathering knowledge. Whether it is in a school, university, workplace, or even reading a book we constantly learn.
- Research shows metacognition increases people's motivation because people feel more in control of their learning. People who learn metacognitive strategies are more aware of their thinking. And more likely to be active learners who learn more deeply.
- Improved metacognition can aid both formal and informal learning. It can improve the performance of new tasks on the job.

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- Metacognition allows people to take charge of their learning. Because it involves awareness of how they learn.
- It helps in the evaluation of their learning needs, generating strategies to meet these needs, and then implementing the strategies. Learners often show an increase in self-confidence when they build metacognitive skills.

## Getting back to 3. Journeying

- Most importantly, organizational leaders must allocate time to engage in the journey.
- An underappreciated truth about journeying is that it must be savored.
- Taking shortcuts may seem to get journeyers to a destination more quickly, but they likely miss out on a lot of rich exploration along the way.
- The fact is that learning takes time. Learners and their managers should figure out how to dedicate time and how to protect learning from getting thrown off course by delays and detours.

## 4. Completing the journey

- Remaining true to a determined path requires regular check-ins on progress.
- Learners need to have designated waypoints at which they step back to assess activities and results.
- Managers can be sounding boards for those evaluations and coaches in deciding next steps. If a learner is making insufficient progress on learning goals, that individual and their manager can analyze the barriers and issues driving the lack of results so the learner can craft a better plan for the journey forward.

# Smoothing the waters for self-directed learning

- A sailor's support crew can do nothing to tame the weather and the tides, but those who want to bolster self-directed learning can actively create an environment conducive to development.
- Research shows that organizations should generate the following conditions to enable self-directed learning.
  - **1. Allow employees to have control.**
  - **2. Demonstrate management engagement.**
  - **3. Provide curated resources.**
  - **4. Make interpersonal connections.**
  - **5. Offer learn-to-learn resources.**
  - **6. Allocate time for learning.**

# 1. Allow employees to have control.

As much as possible, leaders need to turn over to employees the determination of learning goals, selection of learning resources, development and execution of a learning plan, and assessment of progress on knowledge and skill development.

That doesn't mean, however, that leaders have no influence on those decisions.

Managers can show interest, provide requested guidance, and gently encourage while still giving learners the final say in the plan.

## 2. Demonstrate management engagement.

- Having a management team that is actively invested in individual development goes a long way to providing a strong learning environment.
- Engagement takes the form of giving encouragement, ensuring quality resources, initiating conversations, removing barriers, providing feedback, offering coaching (if appropriate), and supporting learning with a light touch.



### 3. Provide curated resources.

- Anyone who has ever sorted through search engine results understands that finding the right resources is not that easy.
- L&D has a role in curating resources to save employees time and effort in finding relevant and high-quality materials and activities, but that can be difficult to scale when employee needs are so varied.
- A more strategic approach is for L&D to identify high-priority knowledge bases and skill sets and to make a full set of curated resources available in each of those areas. They likewise should make it easy for staff to get recommendations from managers, peers, and L&D for whatever their unique learning goals may be.

## 4. Make interpersonal connections.

- Learning is highly relational, and self-directed learning does not happen in isolation.
- Employers can facilitate access to people by cultivating a culture of generous mutual support, providing directories of SMEs, and developing connector managers who are adept at introducing people to others who are in positions to help.
- Offering mentoring and peer development programs in which employees can voluntarily engage can also be important for some learners.

## 5. Offer learn-to-learn resources.

- Most employees are not experts in learning processes, which is partially why they depend on structured training rather than informal and self-directed learning.
- To bolster self-directed learning confidence, some companies have gone so far as to provide training or short-form pointers on how people learn.
- But it is also useful to have scaffolds available at the point of need, such as discussion or reflection questions for recommended books or videos, templates for creating practice exercises, and informational interview guides.

## 6. Allocate time for learning.

- Time is the most precious and necessary commodity in enabling self-directed learning, and finding ways to give workers needed time is the most important thing that employers can do.
- Organizations have found a variety of creative ways to accomplish that: scheduling blocks of time for teams to engage in learning activities (for example, a library day or half-day sabbatical), allocating a specific number of hours to be used as needed, or planning learning time into project schedules.
- Specific strategies are usually worked out at the team or role level, while recognizing the time needed for learning is part of organizational learning culture.

## 7. Ease the way

- Self-directed learning has been in practice since the dawn of time. It comes naturally to every human being as we learn to navigate the world. But there are times when it is complicated and challenging and requires more thought and planning.
- Managers and L&D professionals can ease the way for effective and efficient learning without taking control of designing the approach. When managers and L&D teams partner with employees, they can accelerate the development of crucial capabilities and ensure that the organization is ready to sail into the future.

# Individual Wherewithal for Self-Directing Learning

- Research shows that successful self-directed learners demonstrate certain characteristics and skills. Organizations enable self-directed learning by scaffolding the development of these qualities and capabilities:
- Motivation to learn—intrinsic motivation that drives engagement and persistence
- Self-efficacy—the belief that one can learn and that learning will result in a desired outcome
- Capability for self-assessment—the ability to accurately judge what to develop and to evaluate the degree to which that desired knowledge and skill is demonstrated

## Continue...

- Resourcefulness—savviness in finding and vetting learning resources and networking skill to find people who can support a learning journey
- Planning skills—the ability to make a plan for development that unfolds over time and to arrange a calendar to invest time in learning activities
- Learning skills—facility with a range of learning skills, such as reflection, dialogue, inquiry, recall, and other metacognitive skills

# Quizz

- 1. This knowledge involves an awareness by learners of their learning behaviors.
  - A. Metacognition
  - B. Metacognitive skills
  - C. Cognitive skills
  - D. Language abilities



# Quiz

2. Is the fact or condition of knowing something gained through experience is association

- A. Goals
- B. Knowledge
- C. Experience
- D. Behavior

# Quiz

3. Is a tool used by students to evaluate the quality of their work, measure their performance with the stated goals and learning objectives?

- A. self-assessment
- B. Self-confidence
- C. Self-learning

# Quiz

4. Is the following statement True or False?

Metacognitive knowledge has to do with learners' capacity to monitor and control their cognitive process.

- A. True
- B. False

Metacognitive knowledge refers to what learners know about learning. This includes – the learner's knowledge of their own cognitive abilities, the learner's knowledge of particular tasks, the learner's knowledge of different strategies that are available to them and when they are appropriate to the tasks

# Quiz

5. Re-reading a paragraph or reading slower to ensure better comprehension are actions proper of metacognitive regulation.

- A. True
- B. False

6. Metacognition helps students to become independent learners.

A. True

B. False

7. Metacognitive skills can be developed only by the most skilful learners.

- A. True
- B. False

8. To keep students motivated to learning, learning must constantly show instant results.

- A. True
- B. False

9. Students should be independent learners from the very beginning of a learning process.

- A. True
- B. False



10. What metacognitive strategy is the best one to start with?
- A. Inferencing
  - B. Skimming the text
  - C. Summary
  - D. Visualizing

11. What metacognitive strategy are you using if you say “probably” or “maybe” to come up with an idea?

- A. Inferencing
- B. Summary
- C. Marking the text
- D. Asking questions

12. What are examples of marking the text?
- A. Marking through obviously wrong answers
  - B. Looking up a word and writing a synonym above it
  - C. Underlining lists, proper nouns, and numbers
  - D. All the above

13. As a 5 year old kid, Sasha writes her name every morning and before going to bed.

- A. Learning is relatively permanent change
- B. Learning is growth and development
- C. Learning comes as a result of practice
- D. Learning results in change in behavior

14. Everyone learns.

- A. Learning is from all sides.
- B. Learning is an adjustment
- C. Learning is continuous
- D. Learning is universal

15. As he faced the reality of being an orphan, Manny has matured at an early age and is ready to face more challenges in life.
- A. Learning is not directly observable
  - B. Learning is an adjustment
  - C. Learning as growth and development
  - D. Learning is continuous

16. Which one is not a characteristic of adult learning theory?
- A. Adults like independence
  - B. Adults prefer problem solving
  - C. Adults focus on collaboration
  - D. Adults prefer intrinsic and extrinsic motivation

17. Identify the learning domain for the given objective:

Interpret basic laboratory data and investigations relevant to the preoperative assessment.

- A. Cognitive
- B. Affective
- C. Psychomotor
- D. I don't know



18. Identify the learning domain for the given objective:

Demonstrate respect to peers, teachers and other staff members of all disciplines.

- A. Cognitive
- B. Affective
- C. Psychomotoe

# Quiz

5LD01 Supporting Self-Directed and Social Learning

1. People who prefer verbal instruction are .... Learners
  - A. Visual
  - B. Kinesthetic
  - C. C. Auditory

2. People who like to jump right in and try things hands-on are .....learners

- A. Visual
- B. Kinesthetics
- C. Auditory

3. ....learners like to see demonstrations and diagrams.

- A. Visual
- B. Kinesthetic
- C. Auditory

4. The ..... Learner takes notes.

- A. Visual
- B. Kinesthetic
- C. Auditory

5. Your friends who like to talk on the phone are probably .....learners.

- A. Visual
- B. Kinesthetic
- C. Auditory

6. ....Learners gesture when they talk
- A. Visual
  - B. Kinesthetic
  - C. Auditory



7. “You have to see it to learn it” what learning style slogan?
- A. Visual
  - B. Kinesthetic
  - C. Auditory

8. “We move in our learning” is a slogan for what learning style?
- A. Visual
  - B. Kinesthetic
  - C. Auditory

9. The way a person thinks and learns is called...

- A. Learning styles
- B. Individual
- C. Correct style
- D. Study skills

10. Learns by saying, hearing and seeing

- A. Musical
- B. Verbal/linguistic
- C. Visual
- D. Naturalistic

11. Methods in which trainees are passive recipients of information. Information may include facts, processes, and problem-solving methods refers to...

- A. Questionnaires
- B. Interview
- C. Presentation methods
- D. Apprenticeship

12. Presentation methods include (more than one correct answer)

- A. Lecture
- B. Interview
- C. Audiovisual techniques
- D. Questionnaires

13. Advantage of lecture method except...

- A. Least time consuming ways to present a large amount of information efficiently in an organized manner
- B. Lectures are used to support other training methods such as behaviour modelling and technology base techniques
- C. Useful because it is easily employed with large groups of trainees
- D. None of the above

14. Definition of hands-on method is...

- A. Training methods that require the trainee to be quiet
- B. Training methods that demotivate trainee
- C. Training methods that require the trainee to be actively involved in learning
- D. None of these



15. on-the-job training, simulations, case studies, role plays refers to which method?

- A. hands-on method
- B. Presentation methods
- C. Audiovisual techniques
- D. None