Other

Throughout the other portions of this website each web page has featured topics and articles around one specific theme examining self-directed learning. However, this web page is going to be different, because this website is going to scrutinize several different topics, using several different resources. These topics include: (a) *terminology*, (b) *resistance*, (c) *myths about SDL*, (d) *history of SDL*, (e) *humanism and SDL*, (f) *switching roles*, and (g) *resources for SDL*. From these topics, the intentions are for you, the reader/viewer, to obtain a wider depth of knowledge about SDL.

(A) Terminology: When discussing or writing about the topic of SDL, there is a specific/ different type of terminology that is used. There are several acronyms, many psychological terms, lists of terms created by groups of educators, and other creative terms that should be known, if one desires to be aware & keen on the topic of SDL.

The acronym *ISDLS* is an example of a very important acronym to know, when conversing on the topic of self-directed learning. This refers to the [International Self-Directed Learning Symposium](#). Hiemstra (2004) writes, "… this annual event resulted, in its early years, in an edited book containing many of the conference presentations. The first eight books from prior symposia, 1986 through 1994, served as a primary database for the initial research (Hiemstra, 1997)." (pp. 116-117)

A second acronym of importance to adult learning, is *MCE*, or mandated continuing education. Blackwood (1990) writes, "MCE is described by Cross (1981) as a state or professional requirement that members of certain professions must meet to retain their licenses to practice" (p.47). This type of licenses is important to have if one is going to be in a high-risk field today, such as nuclear, medical, and airline industries.

A brief list of other acronyms and their meanings, some of which are used on other web pages of this web assignment, include:

* OCLI – Oddi Continuous Learning Inventory

* SDLR – Self-Directed Learning Readiness

* SDLRS – Self-Directed Learning Readiness Scale

There are many more, if one were to study the self-directed field more in-depth. However, the purpose here is to simply point out the fact that a person needs to be aware of what he/she is speaking of when they are using these acronyms.

Gibbs notes another important term in self-directed learning, which is "autonomous learning." Gibbs (1979) notes this concept "… is probably the most familiar, for it is part of an individualistic, anti-authoritarian ideology … deep-rooted in Western capitalistic democracies" (p.121). Other researchers speak of their viewpoints of autonomy as well, such as Chene. Chene (1983), "… another Canadian researcher, suggests autonomy stands for psychological and methodological learning dimensions" (p.459).

Two other terms of importance that I found, while performing research are "autodidaxy" and "open learning." Hiemstra (1994) writes,

> Autodidaxy – Candy (1991) urges that self-direction be differentiated as a goal for learner control of decision-making from an educational method in which teachers use processes for promoting self-direction. He proposes autodidaxy as a term for referring to self-instruction, which takes place outside of formal institution settings (p. 3).

> Open learning – individualized study often is associated with external degree, open learning, or non-traditional programs where learning takes place outside formal classrooms… Currently development of may distance education efforts using computer-assisted learning is necessitating new research and understanding regarding how technology can enhance self-directed learning (p.3).

I find these two terms to be significant because autodidaxy is a term that relates to a "goal" in "promoting self-direction." This is very important when trying to institute self-directed learning into an institution's learning plan. I see open learning as being very important when designing / implementing online classrooms, in place of traditional classrooms. More and more classes are being offered, either via this method or with some type of combination of in-class and online arrangement. These two terms that Dr. Hiemstra writes about are very important to promoting self-directed learning because both of them will allow individuals to choose their own paths of learning.

The last term that I want to write about is "self-directed learning" itself. This term has been, and continues to be, said in a number of different ways. Hiemstra (1996) writes, "Even the nature of the way of the language has been used to describe self-directed learning during the past decade has changed. Certainly the number of ways for referring to the concept has grown tremendously" (p.1).

This growing number of ways to refer to self-directed learning can be attributed to many factors. One of these factors is technology, which issues and topics are discussed on another web page of this project. The way that online learning has surged into academia plays a tremendous factor into the way self-directed learning is now "coined." With the explosion of the "e-this" and "e-that" world of everything during the time span of the late 1990s and early 2000s, the terminology for self-directed learning changed with this new, interesting phrasing. Hiemstra (2004) writes about this phrasing, "These included such terms as distance learning, e-learner, e-mentoring, self-directed learning in an on-line environment, virtual learner, and web-based learning" (p.4). This list is only a part of the list that he includes in this article, entitled, *Self-Directed Learning Lexicon* (2004). For a complete list of the terms, concepts, or associated derivatives used for self-directed learning, created by Hiemstra please view Table 1.

(B) Resistance: Resistance to self-direction has been traced to many different items in the past; however, "frequently, resistance to self-direction can be traced to misinformation about the nature and practice of self-direction" (Hiemstra & Brockett, 1994, p.5). Often spoken about in a negative manner, resistance can be used as a positive force in self-directed learning. This is because when being mentioned in education, resistance is being sometimes being spoken in terms of countering a force or object. Or, as Long (2001) writes, "… overcoming resistance to SDL refers to removing or

overpowering a force (resistance) that opposes or interferes with individuals' efforts to manifest responsibility and control over the learning process" (p.14). When discussing resistance my desire is to make this topic easier to understand. In attempting to do so, I am going to discuss the (a) locus of resistance, (b) strategies to overcome resistance, (c) reasons for resistance, and (d) overcoming resistance to promote self-directed learning.

(a) First, when trying to find the "locus of resistance" to SDL, specifically nurtured towards to educators, trainers, and learners, there are three locations one must examine. These three facets are: 1) organizational structures and procedures, 2) educators and trainers, and 3) learners. Long (2001) states that, "Most of the literature concerning overcoming resistance focuses on the learner's resistance" (p.14).

The organizations that are mentioned here are referring to public schools, higher education institutions, and corporations. These places typically foster dependent approaches to learning. "These approaches are reflected by instructional techniques that emphasize recall, repetition, and memorization. Such organizations tend to prescribe roles for teachers, trainers, and professors so as to emphasize relationships and behaviors that intentionally limit learner initiatives" (Long, 2001, p.15). This operation, or these procedures take away from self-directed learning initiatives, by placing such "robotic learning methods" on the learners. As it has been stated elsewhere, "Too often in today's educational system, licensure is given on how many hours of seminars one has, instead of the actual learning experience" (Confessore & Confessore, 1994, p.33).

When the resistance of educators and trainers is written about, Long (2001) is speaking of resistance,

> "… emerging from several sources, including the tendency to prefer the familiar over the unfamiliar and the commitment to traditional platform instruction. Yet, the issue of control seems to be the major conceptual obstacle, or stated differently, the major source of resistance to the application of SDL. Lack of knowledge about SDL also leads educators and trainers to raise questions concerning their ability to apply SDL techniques" (p.14).

This lack of knowledge will hinder any successful instruction of taking place. The control that is spoken of, acting as a resistance from self-directed learning taking place, is similar the "control issue" that is involved in the learning contracts. There has to be an appropriate balance of control in the learning contract between the professor and the learner, even though the project / assignment is a SDL project, in order for the learner to be successful. Likewise, when dealing with resistance, control needs to be balanced in an application.

When speaking of learners and their part of the locus of resistance, they often have the most difficult task. This is because they often have to shift through many paradigms before SDL becomes acceptable to them. The learners will often have many reasons to oppose SDL. After going through school for so many years, learners will make adjustments, so that their paradigms fit the school system's paradigms (Long, 2001, p. 15). Long (2001) goes on to write that, "… reluctance to depart from past practice is coupled with fear of the unknown" (p.15). Although this is common in children in educational settings, I do not believe that it is specific to children. Adults going into a

new job feel the same emotions, the 'fear of the unknown.' Also, especially in today's world, because of the economic downturn, the "non-traditional student" returning to college, has the same 'fear of the unknown.' So, while the youth may go through more "shifts," many adults can experience many of the same feelings, as learners.

(b) Secondly, I will discuss the "strategies to overcome resistance." As the definition and conception of self-directed learning itself can be broad, so are the strategies to overcome resistance to self-directed learning. [Kurt Lewin](#) (1951) invented a strategy that appears to be basic to many strategies, entitled the Force Field theory. This theory basically tries to reduce negative forces while enhancing positive forces. Many see this theory as a very "basic theory," as it is just a balance of changes. In other words, neutrality, or "status quo," as Lewin refers to it, must remain constant by remaining aware of stronger powerful and negative forces. By doing this, a person is acting out of a "passive approach" to learning.

Guglielmino and Guglielmino (1994) write four strategies to overcoming in HRD (Human Resource Development) settings. These strategies, they believe, can be carried out / adopted, no matter what type of employment position one holds. The first strategy is that of **Awareness of Company Support for SDL**. One way of ensuring this is carried out is by having orientation sessions for members of management, to make sure that everyone know the company's plan of action, their commitment to it, and the resources available to managers and employees. (p.42)

A second strategy is entitled **Internal Promotion**. Just as the name suggests, companies can carry this strategy out by passing out self-study flyers with corporation highlights on them to employees. Also, a company can have a presentation that discusses important resources that are available to employees at divisional meetings. High-traffic areas can have posters hung up in them, with displays of learning resources. Also, conventional word-of-mouth from instructors to correct problems before they start can help solve problems (pp. 42-43).

A third strategy is the **Easy Access** strategy, in which employees are capable of accessing and downloading and unlimited amount of data and information electronically, via electronic links. This type of system is becoming more popular every day because of the cost going down. This is also a very good self-directed learning resource, because of the number of people that use technology now. (p.43)

The fourth strategy is the **Formalization of the Use of SDL Strategies**. Some companies formalizing the use of SDL strategies and incorporating contracts for SDL into annual performance appraisal and planning meetings have done this. (p.43)

Hiemstra and Brockett (1994) bring out several noteworthy strategies. However, they divide their strategies into two learner categories: learners and teachers. By doing this it is very easy to see the differences there are in between the two categories. When writing about the "learner" category, Hiemstra and Brockett (1994) state that,

> For learners, there are at least two factors that can be linked with resistance: self-concept and self-awareness. Many adults enter a teaching learning transaction with low confidence and poor self-concept, making it difficult to take a high degree of personal responsibility for learning… Some of the strategies… to

address this concern include self-reflection, peer-reflection and judgments, interviewing techniques that allow individuals to learn from one another, generating lists of possible learning resources, portfolio review and assessment… and obtaining feedback from many different sources (pp. 90-91).

Along with this Hiemstra and Brockett (1994) give provide noteworthy strategies for the teachers as well. Some of these include:

* Teach learners how to be self-reflective

* Develop recognition of and rewards for self-directed learning

* Help learners develop skill in using technology

* Use technology for advisement and learner feedback

* Help learners learn how to match individual strengths with interests

* Help learners develop education plans (pp. 90-91).

These strategies provided by Hiemstra and Brockett all lead towards one goal, stronger self-directed learning. If one examines the strategies for the learner, and then notices the strategies for the teacher, it can be seen that they are complementary to each other. For example, the very first factor listed in their list for the learner has to deal with a low self-concept. Then, when the first item on the teacher's strategy list is noticed, it can be seen that it is written to, "Teach … how to be self-reflective." Together these two items will accomplish the same purpose. This is what self-directed learning is about when working with a teacher, professor, etc., "teamwork" and working together!

 (c) Thirdly, the "reasons for resistance" to self-directed learning will now be examined. Resistance to self-directed learning is not new. Hiemstra (1992) writes, "Many experienced teachers are not using what has been learned in two decades of research" (as cited in Pilling-Cormick, 1994, p.64). Slusarski (1994) adds, "Perhaps one of the biggest reasons for resistance by adults to taking control or assuming self-directed learning is the conditioning of prior schooling" (p.71). This "prior schooling" issue is an issue that children of today's generation have struggled with as well. An example of what I am speaking about is the implementation of the *No Child Left Behind Act* implemented by President George W. Bush in 2001. To summarize the main purpose of this bill / act, it was passed, "… based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education" ([Wikipedia](#), 2010).

Self-directed learning situations are different than these situations. In self-directed learning situations learners are required to work in groups and respond to classmates. By doing so, they both give and receive help from them (Knowles, 1975). In the group studies that I participated in, while earning my masters degree, I remember the benefits of this group work. After spending long hours of research and believing that I had the correct "step" in the process in my learning contract, by "bouncing" ideas off of peers I was able to receive correspondence and gather more input, which lead me to an expanded viewpoint in my learning contract.

(d) Lastly, the topic I will discuss concerning resistance, as an attempt to make this topic of overcoming resistance to SDL easier to understand, is "overcoming resistance to promote self-direction." This topic deals with the content of control, and who / what possesses this control. The difficult part when dealing with the resistance to promote self-direction is the fact that there is not one component of control that a person, or persons, must be concerned about. There are several components that occur at any given time, in any situation, which makes it more difficult to be responsible for this control.

This responsibility issue is especially difficult in the classroom where the teacher is "supposed" to have the control. The reason that it is difficult is because in a "self-directed learning" environment, this control must be shared. The part that is complicated is deciding how much to share, and exactly *what to / what not to* share. These are the difficult decisions that have to be made by the professors and the learners. Hiemstra (1994) writes about this, stating, "I recognize that giving control to learners can lead to the opening of Pandora's box in terms of such issues as learning focus, quality, and instructors' roles. I have not yet wrestled sufficiently with such issues. Nor am I suggesting that every micro component can be dealt with in each learning situation" (p.83). Hiemstra (1994) summarizes a difficult situation well, by stating "The goal is to provide opportunities for adults to become empowered as self-directed learners even if complete control over the content or the learning process is not possible" (p.83). In other words, even if the ideal solution is not reached, as long as the adults are able to, as self-directed learners, take ideals from the process and become more confident in their self-directedness, then the goal *has been reached!*

(C) Myths about SDL: Myths are usually defined as the source of false, or misinformation. When dealing with learning and education, an educator wants to make sure that he/she does everything possible to ensure they are not informing myths to their students. One of the reasons why an educator wants to avoid using myths is because the students can take this misinformation and become confused when they go to use this misinformation in the future. Another reason to avoid using myths is because myths can also lead to resistance. Brockett (1994) writes, "… resistance to self-directions can be traced to misinformation about the nature and practice of self-direction" (p.5). There are ten myths that Hiemstra and Brockett (1991) identify as being associated with self-direction. These ten myths are:

> *Myth 1: Self-directedness is an all-or-nothing concept* – The choices are going to be either self-directed or instructor directed and the learner is going to be either self-directed or not self-directed.

> *Myth 2: Self-direction implies learning in isolation* – Learning in isolation is *often* where self-direction occurs; however, it is not the only place. Group work, such as the times that I spent in Dr. Brockett's classes collecting thoughts and ideas about readings and projects, which led me to new ideas, also helped me in my self-direction.

> *Myth 3: Self-direction is just another adult education fad* – Self-direction has been around for about thirty years. It is because of the recent "boom" in the adult education arena that it is gained more attention. Also, along with this, there have come many different definitions of the term and different interpretations.

Myth 4: Self-direction is not worth the time required to make it work. Self-direction does require a great deal of time and effort. An example is the project that I am completing right now. However, this time is necessary in order to introduce processes to learners, help the learners analyze their needs, review their options for their learning processes, contemplate and make decisions about possible outcomes, and determine how their learning will be evaluated. At the same time this is occurring, these activities are connected to the learning process, so they help the learners gradually adjust into the learning activity.

Myth 5: Self-directed learning activities are limited primarily to reading and writing. A great deal of what has been written about self-direction has focused on learning in formal institution settings, so this myth is not surprising. However, because of the skill and performance-based stress that self-direction holds, there is a learning promise approach to learning in which the learner's role would be reversed. Instead of being a "passive" recipient of information, the learner would be an "active" recipient of the information.

Myth 6: Facilitating self-direction is an easy way out for teachers. Perhaps one of the most pervasive myths regarding self-direction is that it provides an "easy way out" for instructors who are either unprepared or uninterested in working actively with their learners. Hiemstra (1998) has described this teaching-learning transaction in self-directed learning situations as a "learning partnership."

Myth 7: Self-directed learning is limited primarily to those settings where freedom and democracy prevail. As Hiemstra (1994) discusses in Chapter Ten, the advantage of using the micro components approach is that it allows facilitators to incorporate elements of self-direction into situations where many key decisions, including specific content, are predetermined. The point here is that it is possible, even in highly structured learning situations, to move toward self-direction by making sure that the learners have control over as many elements of the process as possible.

Myth 8: Self-direction in learning is limited primarily to white, middle-class adults. The advantage of self-direction is that it provides a different approach to education due to such factors such as factors such as rejection, frustration, or boredom; which can be seen in societies outside of North America or Europe.

Myth 9: Self-directed teaming will erode the quality of institutional programs. According to this view, turning greater responsibility for the learning process over to learners is analogous to letting go of control over quality of programs. There is plenty of research and research literature that demonstrates ways of incorporating self-direction into a variety of learning settings.

Myth 10: Self-directed teaming is the best approach for adults. This can be done by people who only promote self-direction without looking at the negative sides of the process. The way to overcome this is to realize that there is a plethora of approaches and philosophies available to help adult learners. If self-directed learning is presented as a cure-all method, then it will definitely be accompanied with resistance.

<div align="right">Brockett, 1994, pp.6-9</div>

As a person studies and research self-directed learning, he/she should be aware of these "myths" presented. The research concerning these myths by Dr. Ralph Brockett can be viewed here, if further reading would like to be performed on the subject.

(D) History of SDL: The history of self-directed learning has been mentioned several times throughout, not only this web page, but also throughout the entire website. However, I would like to designate one section of this web page specifically for the "History of SDL."

There are many dates and time periods that are "suspected" to be the starting period of self-directed learning. I discovered this when I began my search, trying to find a beginning point for the topic. From the research that I performed, I never discovered an "exact" date that self-directed learning "began," per-se. However, in my studies, I found a consensus agreement on one time period. Hiemstra (1998) summarizes this time period,

> Self-directed learning has existed even from classical antiquity. For example, self-study played an important part in the lives of such Greek philosophers as Socrates, Plato, and Aristotle. Other historical examples of self-directed learners included Alexander the Great, Caesar, Erasmus, and Descartes. Social conditions in Colonial America and a corresponding lack of formal educational institutions necessitated that many people learn on their own (p.3).

Throughout my Adult Learning Studies in my education, as well as research read in Hiemstra and Brockett (1994), I have always seen / heard that, in North America, adult education scholars trace self-directed learning back to Cyril Houle's (1961), "goals, activities, and learning orientations among adult learners." Also mentioned in my classrooms was the name of Malcolm Knowles, Houle's student, and his creation of the study of _andragogy_. I had never heard of the name "Kulich," until performing this independent study. I discovered that Jindra Kulich wrote several writings on the Danish folk high school. He wrote in Poland, the Czech Republic, Germany (east at the time), and Hungary (as cited by http://openlibrary.org/authors/OL4889066A/Jindra_Kulich, 2008).

One of Kulich's (1970) writings shares similarities with the thoughts of Hiemstra's (1998) writing. Kulich (1970) wrote,

> Self-education played an important part in the lives of the Greek philosophers. Socrates described himself as a self-learner who capitalized on opportunities to learn from those around him. Plato believed that the ultimate goal of education for the young should be the development of an ability to function as a self-learner in adulthood. Aristotle emphasized the importance of self-realization, a potential wisdom that can be developed either with our without the guidance of a teacher (as cited in Hiemstra & Brockett, 1994, pp. 7-8).

This ability to gain wisdom with or without the guidance of a teacher is, as has been mentioned, one of the core philosophies of self-directed learning.

In closing this section, there are two, infamous people in history that I am going to give as examples of self-directed learners. The first person that was noted as being a self-directed learner is Benjamin Franklin. During Franklin's time, known as "Colonial

America," the people of America "… relied heavily on the 'oral tradition,' which was supplemented by the use of letters, diaries, and written records of the times that could be passed on orally to others" (Long, 1994, as cited by Hiemstra and Brockett, pp. 7-8). Because of this Franklin started discussion clubs and activities in libraries, in order to help adult education; i.e., adults learn by talking to one another. Only the wealthiest people could afford books at this time period, so the people that Franklin was trying to help had no other way of learning.

The second "infamous" self-directed learner that I would like to mention is Mohandas Gandhi. Not only did Gandhi help fight for India's freedom, but he constantly showed his concern for education in the speeches that he gave and writings that he wrote (Hiemstra, 1992, pp.6-7). Hiemstra (1992) goes on to write of Gandhi, "In Gandhi's view, education means much more than intellectual knowledge. Its primary aim is the building up of character. Education that helps to build up sound character and promotes self-development is true education" (pp.6-7).

Both of these gentlemen display true characteristics of self-directed learning. They both displayed independence; strong decision-making skills; both were capable make learning adjustments, when necessary; and each man was dedicated to his individual cause.

E) Humanism and SDL: The first thing that needs to be known, when discussing "humanism and SDL," is the definition of humanism. According to Elias and Merriam (1980), "Humanism generally is associated with beliefs about freedom and autonomy and notions that 'human beings are capable of making significant personal choices within the constraints imposed by heredity, personal history, and environment" (p.118) (as cited by Hiemstra & Brockett, 1994, p.3). In summary, this is basically stating that humans have a good nature, they are free and self-sufficient, and so they can make major individual decisions.

Now that a better idea of humanism is understood, the way that "Humanistic ideas" have influenced education can more easily be captured. This is because, "According to Valett (1977), humanistic education is a lifelong process, the purpose of which 'is to develop individuals who will be able to live joyous, humane and meaningful lives' (p.12) (as cited by Hiemstra & Brockett, 1994, p.3).

There are many influences of humanists, dating back to names that I have mentioned, such as Aristotle, and other early Greek philosophers. Also noted should be the fact that humanist philosophy and its principles are very close to the values of the PRO model written about on the Theories/Models web page (Hiemstra & Brockett, 1994).

The last person that I would like to discuss in my coverage on the topic of humanism and SDL is Abraham Maslow. Although Maslow is best known for his work and development for the theory of "hierarchy of needs," he also contributed to the field of self-directed learning. His contribution to the field of SDL is the concept of "self-actualization." "This, according to Maslow (1970), 'may be loosely described as the full use and exploitation of talents, capacities, potentialities, etc." (p.150) (as cited by Hiemstra & Brockett, 1994). Maslow is basically saying that when a person has reached

their fullest potential, then this is the highest level of human growth; i.e., "self-actualization." This can *also* be referred to the PRO model. This point of self-actualization, in the PRO model is the point when people exemplify personal responsibility.

F) Switching Roles: The typical teacher's role is to be the person in the class who is the most knowledgeable about the subject, or the "content expert." This role changes when the teacher has to begin teaching self-directed learning courses. The reason for this is because instead of focusing the learning on the material, the focus of the learning is placed on the learner / individual. With this change, the learners are expected to assume responsibility for their own learning.

With this change, is there a need for a "teacher?" The answer to this question is simple, no! Instead, there is a need for a facilitator of learning. This facilitator is in the classroom to help "guide" the student, to be a mentor for them (Brockett and Hiemstra, 1991; Candy, 1991; Knowles, 1980) (as cited by Slusarski, 1994, p.72). This is a "transition" for both the learners and the facilitators, which makes the next step even more important.

The next step, mentioned above, is that the learner and facilitator should develop a partnership in the learning method. I would like to provide a personal example of a partnership that I believe follows the exact steps that several professional adult facilitators mention needed to be successful in self-directed learning. The "climate" of the first class is discussed in several books and articles (Hiemstra and Brockett, 1994; Brockett and Hiemstra, 1991; and Fogerson, 2005).

Looking back to the first classes that I had under both Dr. Ralph Brockett's and Dr. Roger Hiemstra's tutelage I remember walking into the classroom and noticing something "different" about the classroom. There were no "chairs," no "desks," nor individual "seats." Instead the classroom was set up with three long tables, two running vertically, and one running horizontally in line with the chalkboard at the front of the classroom. My thoughts, "Hmm, this is different." I was not the first one to class, so I walked to one of the empty seats (under these tables), placed my briefcase in the floor, and proceeded to wait for a reason. The reason that I was waiting for was the reason that the tables were placed like they were, because, like most people, we want to know the reasons for everything.

The second thing that I noticed was that there was a coffee maker in the room, which was on, coffee in it, and packages of crackers laying around the coffee pot. Once again, this was something that I had never seen in any class that I had ever taken. It was not long until Dr. Brockett entered the room and began the usual first-day briefing. "Here's the syllabus, what you have to do, what I expect, etc., etc., etc." Then, a curveball came out of nowhere! We were passing around a stack full of small, cut-up pieces of poster board. Dr. Brockett, or "Ralph," as he had now told us he preferred to be called, told us to, "Fold the poster board in half, take a marker from a basket, draw pictures if we wanted to on the poster board, but make sure & write our 'preferred name' on both sides of the poster board." Ralph also made a tent card, following the same instructions that we followed.

I would find out later on, after taking several classes under Ralph, as well as speaking with Dr. Hiemstra about the cards, the purpose of the cards. The reasoning behind the cards is so that classmates can better remember one another's names in the class. This is important because in their classes, both Ralph and Dr. Hiemstra have their students working in small groups large portions of the class periods. By having the name cards on the desk, students can remember each other's name easier. From a personal experience, I know that it helped me a great deal. I am still able to remember some classmate's names today that I had only that one class with and have not seen them since, when seeing them in public. As mentioned the group work was more cohesive because we knew one another's names also.

The next important principle to facilitating adult learning is to ensure, "… learners are actively involved in determining specific needs around which subsequent learning activities are planned" (Brockett and Hiemstra, 1994, p.114). Usually this step is started during the first class session. The results from this time period produces what is known as an "Individual Needs Assessment." This "needs assessment" is developed from students thinking about what it is they are interested in studying, during the first class. There are sheets of paper passed out that have "rankings" on them that help students "rank" themselves in particular areas. From these "rankings" of competency areas, students can see where their strengths and weaknesses are.

Group activities are the next step that needs to be facilitated in self-directed learning classes. There are different ways / methods to go about this process. The quickest way (and the way that Ralph did it in the classes that I had) was for the learners to number off, beginning with the number "one" and continue, until you, as the facilitator had the desired number, so that there is a manageable number of group, with a manageable number of students in each group.

Then, the next step that we took in Dr. Brockett's class was to always talk about what we were going to do each week throughout the semester. He would tell us about the projects that he had in mind for us to work on, and ask us for our input. He asked if the timelines were too strict, or if they needed to be expanded. This was to benefit not only the learners, but also to make sure that he had enough time to cover the most important topics that he wanted to cover.

After this, we worked on our "learning contracts" for the course. In this contract we designed a specific learning plan for ourselves, outlining what it was we needed in order to meet our learning needs. While working on these, (… it is good for the facilitator to provide feedback and help in ensuring that a meaningful and realistic plan for the course is completed" (Brockett & Hiemstra, 1994, p.116).

The rest of the class the facilitator has two roles. He/she has to manage the class session, so that learning is provided. Brockett and Hiemstra (1994) add, "We also support Brookfield's (1987) urging that a conscious effort to promote critical reflection by learners be made…" (p.117). The second role that a facilitator has to take on is to provide one-on-one communication with learners, via written feedback, individual appointments, helping learners adjust learning plans, if needs change, assistance locating and finding learning resources, etc. (Brockett & Hiemstra, 1994, p.117).

Depending on the number of times that a class meets per week, the facilitator's role in helping in adjustments, assisting in finding resources, etc., will be different for each course. For example, if the facilitator is instructing a graduate level course, which usually only meets one time per week, written feedback, via the computer is going to be very important for learners. This is because without the written feedback the learners may not stay on task, or as "self-directed," as they need to be.

(G) Resources for SDL: To continue on the subject of what was just noted, and the possibility of "learners not staying on task," there are several guidelines that facilitators should follow concerning "resources for self-directed learners." Something to remember about these resources is that the learners need to have access to these resources at *all times*. The rationale for this is because individuals learn in different ways, at different times of the days, at different places, and by using different resources. So, by ensuring that the resources are accessible at all times of the day, there are no problems to stop the learner from continuing his / her self-directed learning process.

A table that Hiemstra (1985c) entitles, *Table 6.2* Range of Potential Resources Identified During a Workshop on Self-Directed Learning, is an excellent source for resources for self-directed learners. The reason this table is so helpful is because of the way it is classified into four columns. By doing so, a self-directed learner can look at the table and have a quick, visual model of the resource that he / she is looking for fits in on the table. Below is a sample of Hiemstra's (1985c) table:

Mediated Resources	Individualized	Agency/Group	Mentored
Journals/Magazines	Travel	Classes	Peer Reviews
Programmed Learning	Competency Ratings	Free Universities	Modeling
Cassette Tapes	Gaming Devices	Libraries	Mentors
Computers	Observations	Proprietary Schools	Personality Analyses
Workbooks	Personal Inventories	Agency Visits	Learning Partners
Interactive Video	Self-Talk	Conferences	Counseling/Testing

(as cited by Brockett & Hiemstra, 1994, p.120).

I have parts of the table that I am going to write about throughout several web pages. However, I have not written about them in this way. And, to be perfectly honest, *I did not write about them in this way now*, because I am using the writing of Roger Hiemstra (1997), in his article, "What's In A Word?" The reason that I wanted to share this resource tool is because it is absolutely amazing the work that Dr. Hiemstra performed, in order to find the following information. This information shows the most popular terms used and associated frequency counts. Dr. Hiemstra (1997) writes, "The number in parentheses indicates the additional number of times the word appeared in the Confessore and Confessore (1992) book. Some of the words are followed by the word, "derivative," and another number. This means that the term was used additional times but with a slight change (p.2).

Table 1. *Most Frequently Used Self-Directed Terms and Concepts*

Terms, Acronyms, and Concepts In All Books followed by Total Terms Used

Autodidactic (learning) 85 (2) Derivative 124

Autonomous learning 56 (2) Derivative 36

Learning projects 231 (149)

OCLI (Oddi Continuous Learning Inventory) 102 (15)

SDLR (Self-directed learning readiness) 188

SDLRS (Self-Directed Learning Readiness Scale) 1299 (35)

Self-directed learner 436 (59) [a]

Self-directed learning 2833 (502)

Self-direction in adult learning 104 (2)

Self-direction in learning 82 (24)

Self-education 105 (5)

Self-efficacy 107 [b]

Self-planned learning 118 (41)

Self-taught adults 109 (2)

[a]There were many derived words or terms were "self-directed," "self-direction," "self-education," or "self-planned" was used."

[b]This term was used in reference to Bandura's (1974, 1977, 1992) work.

** Notice the number of times that "self-directed learning" can be said (2833)! This is unbelievable. The most unbelievable part about this is that this list was created in 1997, thirteen years ago!

       In closing I would like to try and summarize the thoughts behind this portion of my website. I began by explaining the terminology of self-directed learning, with the intentions of hoping others would become more familiar (if not already) with the field. The main reasoning was so as person(s) continued through this web page it would be easier to understand what was being discussed. After discussing the terminology, I discussed the resistance to self-directed learning, with hopes that learners would discover that *when they do* encounter resistance in self-directed learning, not to give up. It is a common factor, and then I discussed solutions to help work through this resistance and ways to overcome this resistance. Tying into this resistance, I discussed the "myths about SDL," to try to help learners what to be on the lookout for when studying self-directed

learning. Examples were given to provide assistance to battle and conquer these myths. Then, I provided information about the "history of SDL," in hopes of continuing on this linear-process I am trying to create for learners. By providing the history, I was once again, hoping to give information to provide knowledge about self-directed learning, to prepare learners in their future learning experiences. After discussing the history, I wrote about the "Humanism" aspect of SDL, which, again, tied into the step before (the history part), hoping to "drill into the learners head" more and more information about self-directed learning. After discussing the history, I began to provide practical knowledge, with the section entitled, "Switching Roles." My purpose in this section was for a learner to see the processes involved in moving from learner to facilitator; as well as the many important steps and roles the facilitator is responsible for in the self-directed learning process. And, finally, continuing with the practical knowledge theme, I provided resources in the last section. By providing and writing about the tables that are in this web section, it is my hope that the learner takes away information he / she can use about self-directed learning, no matter what it is that they are going to do in their life.