

Professor, What's on the Exam?

CREATING INDEPENDENT THINKERS THROUGH
SELF-DIRECTED LEARNING

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What kinds of behaviors would you like your students to display in your class?



What kinds of behaviors do you think your students need most importantly in their professional and personal lives after college?

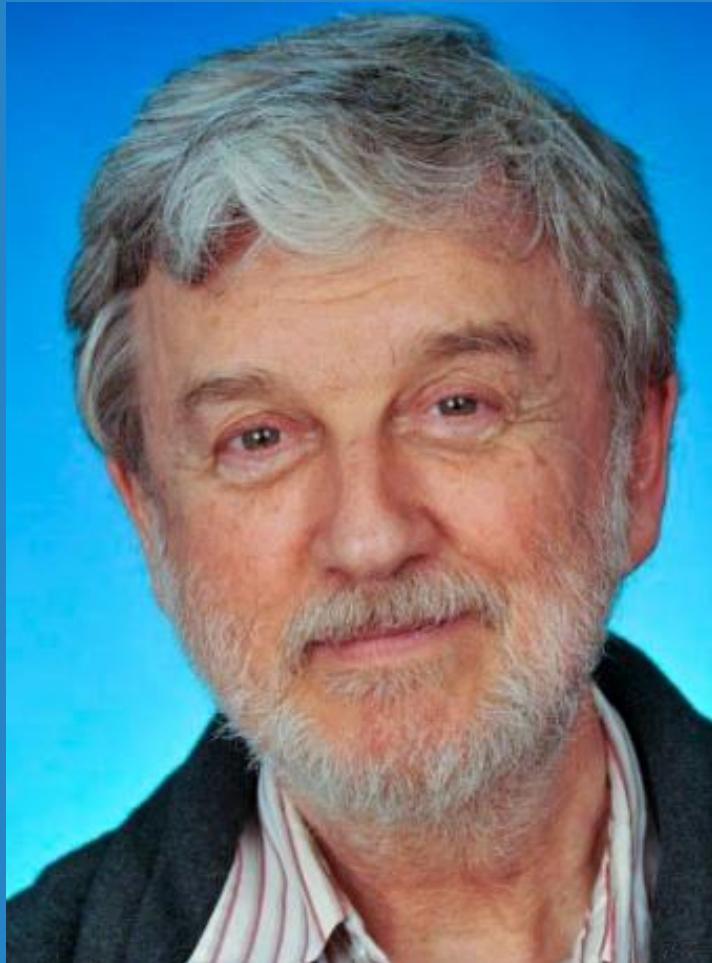




What is Self-Directed Learning?

Students take initiative in....

- Diagnosing their learning needs
- Formulating learning goals
- Identify resources for learning
- Choosing and implementing appropriate learning strategies
- Evaluating learning outcomes



Gerald Grow
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- Staged Self-Directed Learning (SSDL) Model
 - Suggests how teachers can actively equip students to become more self-directed in their learning
 - Based on Situational Leadership Model (Paul Hersey and Kenneth Blanchard) = style of leadership should match employee's "readiness"
- What is "readiness" in terms of students?
 - Combination of ability and motivation
 - Not able and/or not willing → Able and willing

Educational Assumptions

- Goal of education is to produce self-directed, lifelong learners.
- There is more than one way to teach well.
- Self-directed learning is situational.
- There is nothing inherently wrong with being a dependent learner.
- Self-directed learning can be learned.... AND IT CAN BE TAUGHT!

Stage 1: Learners of Low Self-Direction

- Learners need explicit directions on what to do, how to do it, and when
- Learning is teacher-centered
- All learners may become temporarily dependent when faced with new materials



Stage 2: Learners of Moderate Self-Direction

- Learners are “available”
- Respond to motivational techniques
- “Good students”



Stage 3: Learners of Intermediate Self-Direction

- Learners are ready to explore a subject with a good guide
- See themselves as future equals of the teacher or as future professionals
- Work well with other students



Stage 4: Learners of High Self-Direction

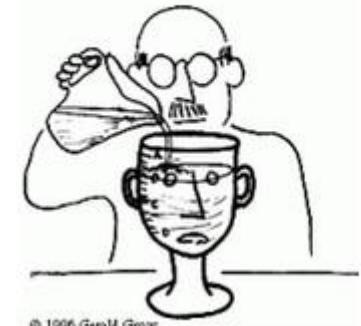
- Students set their own goals and standards
- Able and willing to take responsibility for their learning and direction
- Exercise time management and self-evaluation



At which stage would you place your students? Why?



The Stage 1 Teacher



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Stage 1: Teachers

- Clearly, organized approach to subject
- Create and reward success
- Clear and thorough communication
- Verbs: Tell, Impart, Transmit, Drill, Inform, Convey

Stage 2: Teachers

- Brings enthusiasm and motivation to class
- Give clear explanations of WHY and HOW
- Begin building more self-direction
- Verbs: Develop, Mold, Demonstrate, Train, Inspire



Stage 3: Teachers

- Teacher and student share in decision making
- Is a guide through the content provides tools and techniques
- Provide less structure and more independence
- Verbs: Guide, Explore, Facilitate, Discuss, Suggest



The Stage 4 Teacher

Stage 4: Teachers

- Role is not to teach subject matter
- Cultivate the student's ability to learn
- Inspire, mentor, and challenge
- Verbs: Cultivate, Nourish, Foster, Advise



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Where do you position yourself as a teacher in the SSDL model? Why?

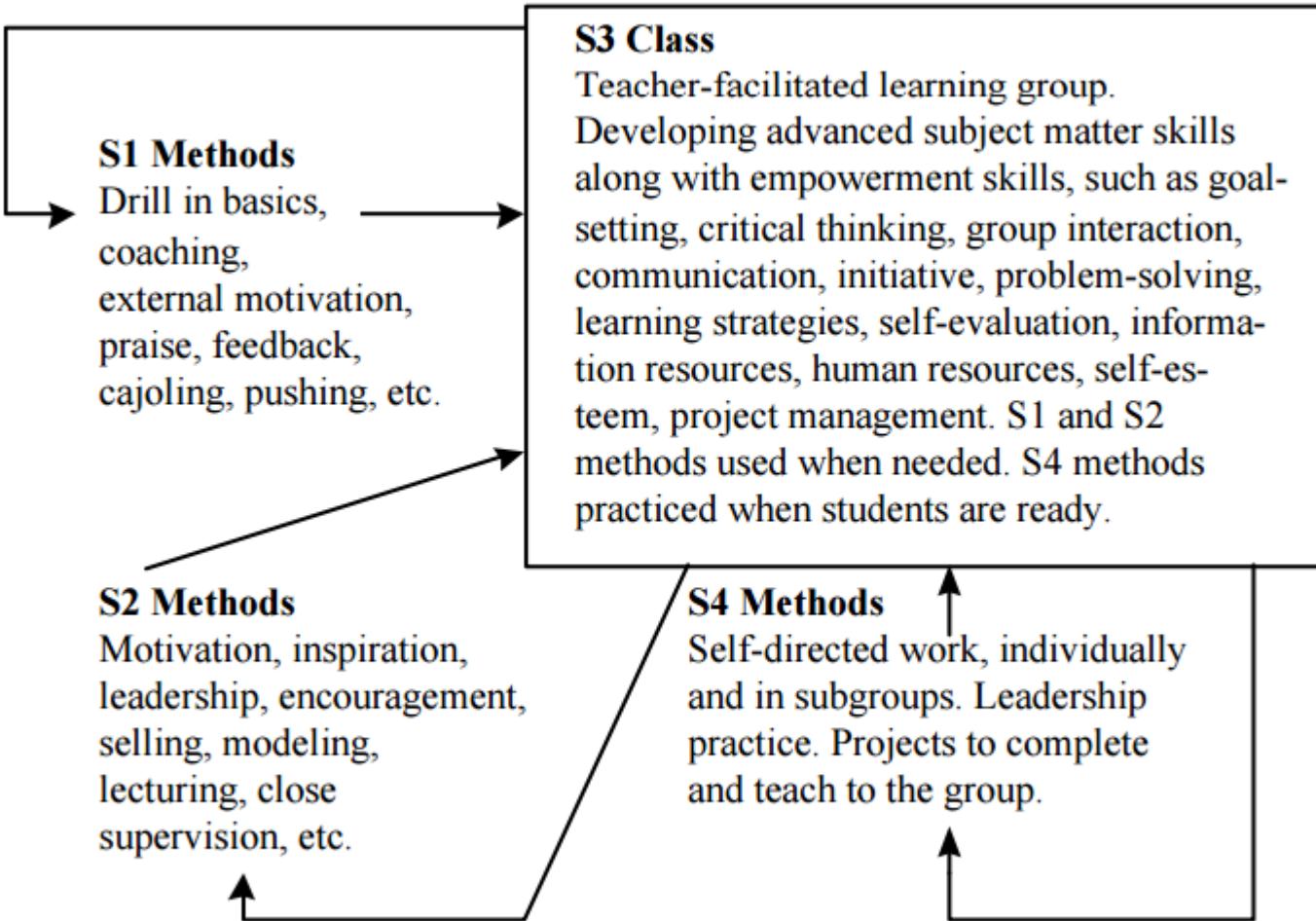


S4 Self-Directed Learner	Severe Mismatch Students resent authoritarian teacher	Mismatch	Near Match	Match
	Mismatch	Near Match	Match	Near Match
	Near Match	Match	Near Match	Mismatch
	Match	Near Match	Mismatch	Severe Mismatch Students resent freedom they are not ready for
	T1: Authority, Expert	T2: Salesperson, Motivator	T3: Facilitator	T4: Delegator



S4 Self-Directed Learner		Independent projects. Student-directed discussions. Discovery learning, Instructor as expert, consultant, and monitor.	
S3 Involved Learner		Application of material. Facilitated discussion. Teams working closely with instructor on real problems. Critical thinking. Learning strategies.	
S2 Interested Learner	Intermediate material. Lecture-Discussion. Applying the basics in a stimulating way. Instructor as motivator.		
S1 Dependent Learner	Introductory material. Lecture. Drill. Immediate correction.		
T1: Authority, Expert	T2: Salesperson, Motivator	T3: Facilitator	T4: Delegator







S1
Dependent
Learner

S2
Interested
Learner

S3
Involved
Learner

S4
Self-
Directed
Learner

Practicing Self-Directed Learning

- Balance of power
 - Give students some control



Balance of Power

- Provide students with choices
 - Intro Financial Accounting: Financial Statement Project
 - Tax Research: Case Memo and Tax Research Project
 - Cost Accounting: Candy Manufacturing
- Provide flexibility in the syllabus
 - “Get out of jail” coupon
 - Dropping lowest grade, no excuse needed



Practicing Self-Directed Learning

- Function of content
 - Help students understand WHY

why?



Function of Content

- Financial and Managerial: accountingintheheadlines.com (Tietz, 2014)
- Financial, Managerial, Cost: Real World Videos
- Managerial: Personal budget (Braun, 2014)
- Upper-level courses: “Real-life” projects, cases based on actual events



Practicing Self-Directed Learning

- **Role of the teacher**
 - **Less telling, more discovering, modeling**



Role of the Teacher

- Deliberately model your thinking process
 - Step 1 and WHY, Step 2 and WHY, etc.
 - How to start analyzing a problem
 - Not just working the problem BUT explaining what's happening in your brain
- Structured problem solving
 - Organize students into teams and assign complex problem
 - Ask students to:
 - Identify problem
 - Generate possible solutions
 - Determine acceptable solution
 - Evaluate the solution



Practicing Self-Directed Learning

- Responsibility for learning
 - Adopt policies that develop maturity and responsibility



Responsibility for Learning

- Detailed structure provided for assignments that hold student accountable
- PreClass: Guided reading assignments, Reading quizzes
- PostClass: Homework after every class session
- Assignments: Examples of A submissions, Grading rubrics
- Adhering to deadlines (no extensions except for “get of jail” or 1 dropped assignment)

Practicing Self-Directed Learning

- **Evaluation**
 - Provide feedback
 - Self-assessment



*To become self-directed learners,
students must learn to monitor and
adjust their approaches to learning.*

AMBROSE ET AL., 2010, P. 6



Evaluation: Activity Log

- Students asked to read, *The New Science of Learning* (Doyle and Zakrajsek, 2013)
 - Taking care of physical self impacts learning
 - Self-identification of learning styles and learning preferences
- Keep activity log on sleep, exercise, and hydration
- Write a reflective essay on how those activities affected their ability to focus and study



Evaluation: Critical Incident Questionnaire (CIQ)

- At what moment in the class this week did you feel most connected, engaged (affirmed as a learner) with what was happening?
- At what moment (or moments) in the class this week did you feel most disconnected, disengaged or distanced (bored as a learner) from what was happening?
- What action that anyone (teacher or student) took in class this week did you find most affirming and helpful?
- What action that anyone (teacher or student) took in class did you find most puzzling or confusing?
- What about the class this week surprised you?

Evaluation: Post-Exam Reflection

- Approximately how much time did you spend preparing for this exam?
- What percentage of your test-preparation was spent on the following activities?
 - Reading the text for the first time?
 - Re-reading the text?
 - Reviewing your notes?
 - Working through homework?
 - Re-working through homework?
 - Working the practice exam?
 - Other? _____
- Indicate three things you will do differently in preparing for the next exam (please specify the strategies you will use)
- What can I do to help support your learning and preparation for the next exam?



What aspects of SDL would be appropriate for your courses? Do you currently use strategies that encourage SDL?



Self-Directed Learning moves students from asking “What’s on the exam?” to focusing on learning content and taking responsibility for their own learning.



Thank you!



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Resources

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