Assumptions

1. Increase self-directed, lifelong learners
2. Good teaching is situational
3. Ability to be self-directed is situational
4. Self-direction is advantageous
5. Self-direction can be learned
Learner Stages

Dependent Learner (Stage 1)

Interested Learner (Stage 2)

Involved Learner (Stage 3)

Self-Directed Learner (Stage 4)

Staged Self-directed Learning (SSDL)

Grow (1996)
Teaching Styles

- Authority
- Expert
- Motivator
- Facilitator
- Delegator

Grow (1996)
## Match & Mismatch

<table>
<thead>
<tr>
<th>Self-directed Learner</th>
<th>Mismatch</th>
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Proficiency vs. SSDL

Stage 1
Stage 2
Stage 3
Stage 4
Traps

1. Conflicts among teachers
2. Temptations of each teaching style
3. False stage 4 learner
4. Dependent, resistant learners
5. Fossilized teaching
Good Teaching

- Practicality
- Problem-Solving
- Positive self-esteem
- Integrates ideas with existing knowledge
- Shows respect for individual learner
- Capitalizes learners’ experience
- Allows choice and self-direction
- And...
How?

• Instructional plan
  – Type of instruction
  – Type of activity
  – Degree of independence

• Assessment
  – Type of assessment
  – Degree of integration
Learning and Teaching Tips

• Self-regulation
• Motivation
• Reinforcement
• Retention
• Transference
References


