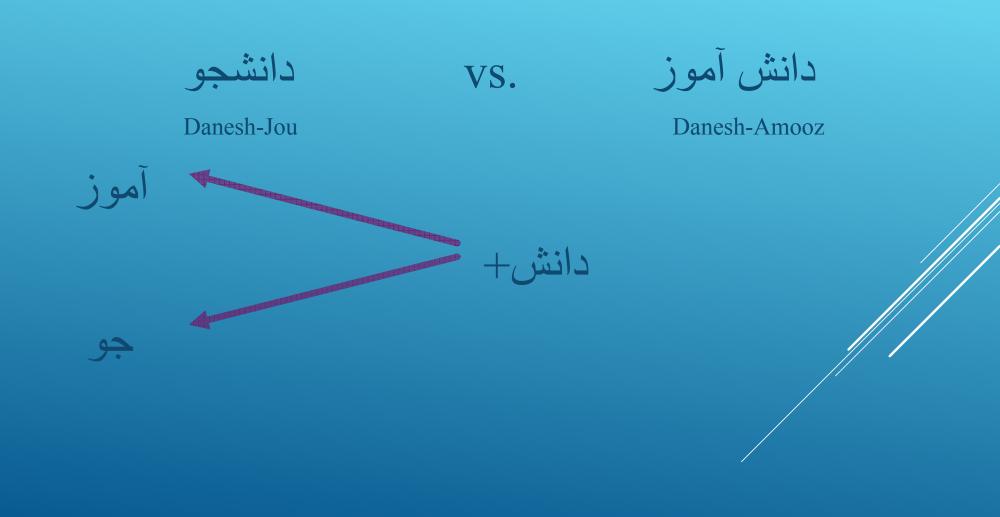# OWN YOUR LEARNING!
A TRANSFORMATIONAL PROCESS OF DEVELOPING INDEPENDENT LEARNER

Niloofar Agah

Learning Counselor

U.S. Department of State- Foreign Service Institute

School of Language Studies- Curriculum and Staff Development

agahnn@state.gov

دانشجو   vs.   دانش آموز

Danesh-Jou   Danesh-Amooz

آموز

دانش+

جو

- independent learning is "a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation."

Philip Candy (1991)

- learners who are able to regulate their own learning through a variety of metacognitive and cognitive perspectives and procedures are more likely to meet this challenge successfully.

Anna Chamot (2014)

keynote speaker at the LEARN conference on learner autonomy held at FSI in 2014

SET GOALS...

Make

Learning Goals

Clear

And

Personalized

SET GOALS...

Focus on the *Process* as well as the *Goal*

EVALUATE DEVELOPMENT

- ▶ opportunities to self-monitor
- ▶ using questioning as scaffolding tool

INDIVIDUALIZED STRATEGIES

▸ Offering individualized Strategies

▸ Learning " ***Preferences*** "

▸ Coaching techniques

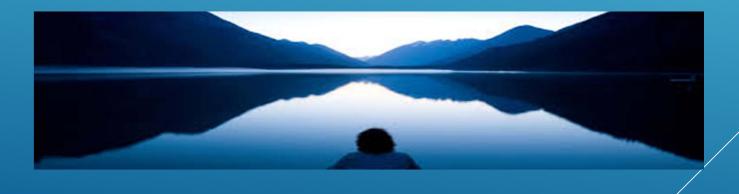▸ Active listening techniques

▸ GROW Model

EVALUATE DEVELOPMENT

Reflect

- ▸ opportunities to self-monitor
- ▸ using questioning as scaffolding tool

PROVIDE OPPORTUNITIES TO REFLECT ON LEARNING

- Have I met my learning goals?

- What can you do better now than at the start of the lesson?

OFFER RESOURCES

▶Use of technology

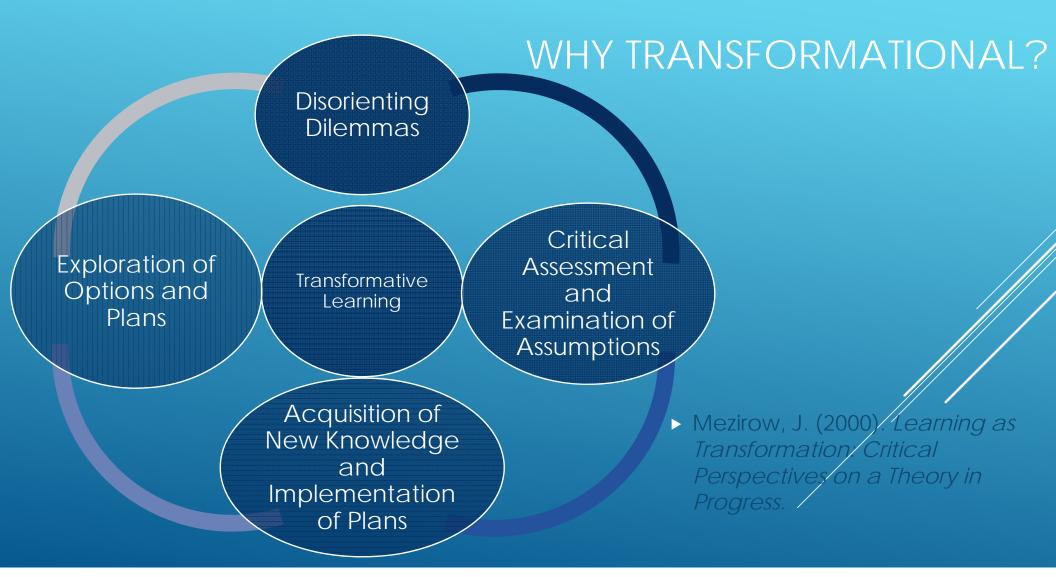▶Peer feedback

▶Social opportunities

▶Note taking skills

INDEPENDENT LEARNERS ARE LIFE-LONG LEARNERS

"give a man a fish, and he finishes it in a day; teach him to fish, and he has fish all his life time."

Confucius

Adjustments

Extra-role performance

WHY TRANSFORMATIONAL?

Disorienting Dilemmas

Exploration of Options and Plans

Transformative Learning

Critical Assessment and Examination of Assumptions

Acquisition of New Knowledge and Implementation of Plans

▸ Mezirow, J. (2000). *Learning as Transformation, Critical Perspectives on a Theory in Progress.*

MORE
DANESH-JOO

LESS
DANESH-AMOOZ

REFERENCE

▸ Candy, P. C. (1991). Self-Direction for Lifelong Learning. *A Comprehensive Guide to Theory and Practice*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310.

▸ Cleeve, S. (2018). Seven Ways to Develop Independent Learners. Pearson Publications, Retrieved from: https://www.english.com/blog/seven-ways-to-develop-independent-learners/

▸ Chamot, A. U. (2018). Developing self-regulated learning in the language classroom. *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education*, *28*, 41.

▸ Drewery, David, Colleen Nevison, T. Judene Pretti, and Antoine Pennaforte. "Lifelong learning characteristics, adjustment and extra-role performance in cooperative education." *Journal of Education and Work* 30, no. 3 (2017): 299-313.

▸ García Botero, G., Questier, F., & Zhu, C. (2019). Self-directed language learning in a mobile-assisted, out-of-class context: do students walk the talk?. *Computer Assisted Language Learning*, *32*(1-2), 71-97.

▸ Mezirow, J. (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104.

▸ Yurdakul, C. (2017). An investigation of the relationship between autonomous learning and lifelong learning. *International Journal of Educational Research Review*, *2*(1), 15-20.

▸ Zhang, L. J. (2016). A dynamic metacognitive systems perspective on language learner autonomy. *Language learner autonomy: Teachers' beliefs and practices in East Asian contexts*, 150-166.