Sri Lakshmi Narayana Institute of Medical Sciences

Date: 07.09.2019

From
Dr.G.Jayalakshmi
Professor
Department of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

To
The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: Self Directed Learning and its Implication &CD/ME02

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: **Self Directed Learning and its Implication** for II MBBS Students 01.10.2019. We solicit your kind permission for the same.

Kind Regards

Dr.G.Jayalakshmi

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr.G.Jayalakshmi

The HOD: Dr. Abarna

The Expert: Dr.G.Jayalakshmi

The committee has discussed about the course and is approved.

Dean — Subject Expert — HOD

Dr. G. JAYALAKSHMI, DEAN, Sri Lakshmi Narayana Institute of Medical Sciences

PROFESSOR & HOD
DEPARTMENT OF MICROBIOLOGY
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY - 605 502

OFFICE OF THE DEAN

Sri Lakshmi Narayana Institute Of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Circular

15.09.2019

Sub: Organising Value-added Course: Self Directed Learning and its Implication .reg

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research** is organizing **"Self Directed Learning and its Implication "**. The course content is enclosed below."

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before 25th September-2019. Applications received after the mentioned date shall not be entertained under any circumstances.

Dean

Dr. G. JAYALAKSHMI, MBBS, DTCD, M.D.
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram, Kudapakkam, Post,
Villianur Commune, Puducherry-605 502.

Encl: Copy of Course content.

Course Proposal

Course Title: **Self Directed Learning &MIC14**

Course Objective:

1. **Self-directed learners** are individuals who can identify their own **learning** needs,
2. **A**lso they can utilize different **learning** strategies,
3. methods and techniques,
4. manage their **learning** processes, plan their time effectively,
5. Evaluate their **learning** outcomes, and identify and amend their **learning** deficiencies.

Course Outcome: From the group activity-the concept of self directed learning, importance, process will be discussed with the students.

How the assessment of self-directed learning takes place? – importance of assignments

Course Audience: II MBBS Students of 2018-19 Batch

Course Coordinator: Dr.G.Jayalakshmi

Course Faculties with Qualification and Designation:

1.Dr.G.Jayalakshmi, Professor & HOD

2. Dr.Abarna, Associate Prof.

3. Dr. Jayapradha, Assistant Professor

2.Dr.Naveen kumar, Assistant Professor

Course Curriculum/Topics with schedule (Min of 30 hours)

SlNo	Date	Topic	Time	Hours	Lecture taken by
1.	1.10.2019	Introduction SDL,, Definition of SDL	4-5p.m	1	**Dr.G.Jayalakshmi**
2.	3.10.2019	Aim and Objectives	4-5p.m	1	**Dr.G.Jayalakshmi**
3.	4.10.2019	Steps … how to impart to learners	4-5p.m	1	**Dr.Abarna**
4.	5.10.2019	Technology supports learners in self-directed learning	2-4p.m	2	**Dr.G.Jayalakshmi**
5.	9.10.2019	Self-Directed Learning: A Four-Step Process	4-6p.m	2	**Dr.G.Jayalakshmi**
6.	10.10.2019	Characteristics of Learning	4-5p.m	1	**Dr.Naveen kumar**
7.	11.10.2019	Materials and methods **Assignment**	4-5P.M	1	**Dr.G.Jayalakshmi**
8.	12.10.2019	Self-Directed Learning: Values and Goals	2-4p.m	2	**Dr.G.Jayalakshmi**
9.	14.10.2019	Teaching the Self Directed Learning	4-5p.m	1	**Dr.G.Jayalakshmi**

10.	15.10.2019	Assessing SDL	4-5p.m	1	**Dr.G.Jayalakshmi**
11.	16.10.2019	Recent Application of SDL	4-5p.m	1	**Dr.Naveen kumar**
12.	17.102019	Progressive Learning	4-5p.m	1	**Dr.G.Jayalakshmi**
13.	18.10.2019	Self Directed Learning Vs. Progressive Learning	4-5p.m	1	**Dr.G.Jayalakshmi**
14.	19.10.2019	Makes Self-Directed Learning Effective?	2-4p.m	2	**Dr.G.Jayalakshmi**
15.	21.10.2019	Pursue More Self-Directed Learning	4-5pm	1	**Dr. Jayapradha**
16.	22.10.2019	A Framework for 10 self-directed learning Questions	4-5p.m	1	**Dr.G.Jayalakshmi**
17.	23.10.2019	Benefits of Self-Directed Learning	4-5 p. m	1	**Dr.Abarna**
18.	24.10.2019	The Advantages and Disadvantages of Self Directed Learning	4-5 p. m	1	**Dr. Jayapradha**
		Practical Class I			
13.	25.10.2019	Reflection writing, ,	4-6 p. m	2	**Dr.Naveen kumar**
14.	26.10.2019	Group Discussion	2-6 p. m	4	**Dr.G.Jayalakshmi**
15.	28.10.2019	Problem solving capacity and self assessment	4-6 p. m	2	**Dr.G.Jayalakshmi**
		Total		30 hrs	

REFERENCE BOOKS:

1. **Implementation and evaluation of a self-directed learning activity for first-year medical students:Molly Hill , Megan Peters , Michelle Salvaggio , Jay Vinnedge & Alix Darden .To cite this article:** Molly Hill , Megan Peters , Michelle Salvaggio , Jay Vinnedge & Alix Darden (2020) Implementation and evaluation of a self-directed learning activity for first-year medical students, Medical Education Online, 25:1, 1717780, DOI: 10.1080/10872981.2020.1717780

2. Knowles M. Self-directed learning: A guide for learners and teachers. 1975
3. https://doi.org/10.1016/j.compedu.2013.08.006
4. Williamson SN (2007) The Development of Self-Rating Scale of Self-Directed Learning. *Nurse Researcher* 14(2): 65 – 72.

Date : 28.10.2019

From
Dr.G.Jayalakshmi
Professor of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course: Self Directed Learning and its Implication

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: **Self Directed Learning and its Implication &CD/ME02 on** October 2019 II MBBS Students. We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards,

Dr.G.Jayalakshmi

Encl: Certificates

Photographs

VALUE ADDED COURSE

1. Name of the programme & Code

Self Directed Learning and its implication & CD/ME02

2. Duration & Period

30 hrs & October 2019

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

- *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year:

1 time October 2019

8. Year of discontinuation: 2020

9. Summary report of each program year-wise

Value Added Course- December 2019 & Jan- Feb 2020					
Sl. No	**Course Code**	**Course Name**	**Resource Persons**	**Target Students**	**Strength & Year**
1	CD/ME02	Self Directed Learning & MIC14	Dr. G.Jayalakshmi Dr. Abarna Dr. Jayapradha Dr.C.Naveen Kumar	II MBBS Students	20 students OCT- 2019)

10. Course Feed Back

Enclosed as Annexure- V

RESOURCE PERSON

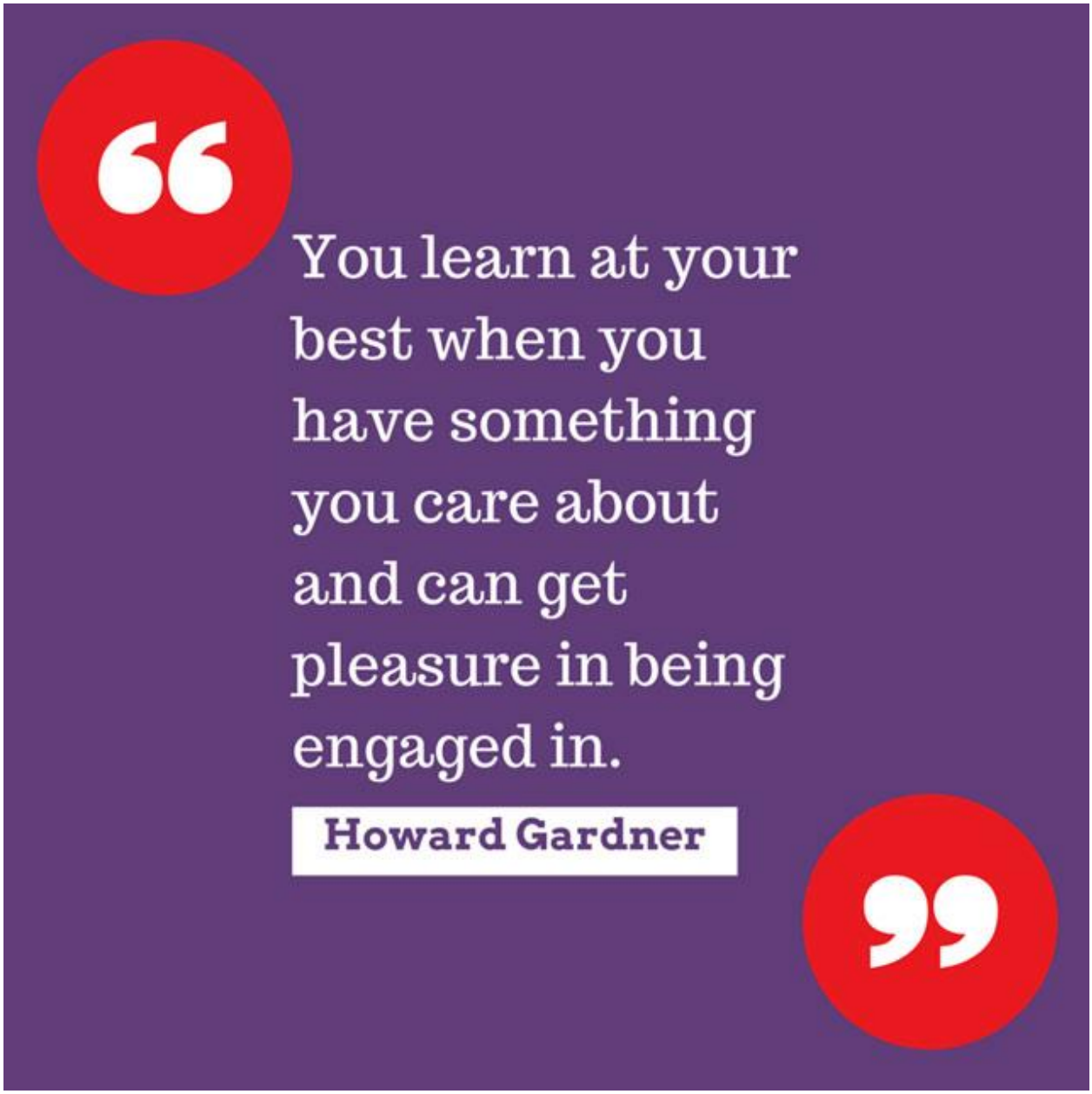
1. **Dr.G.Jayalakshmi**
2. **Dr.Abarna**
3. **Dr.Jayapradha**
4. **Dr. V. Naveen Kumar**

COORDINATOR

Dr.G.Jayalakshmi

Annexure- I

Self Directed Learning and its Implications



PARTICIPANT HAND BOOK

BIHER SLIMS

COURSE DETAILS

Particulars	Description
Course Title	**Self Directed Learning its Implication**
Course Code	CD/ME02
Topics and content of the course in the Hand book	1. Introduction SDL 2. Definition of SDL 3. Aim and Objectives 4. Steps … how to impart to learners 5. Technology supports learners in self-directed learning 6. Self-Directed Learning: A Four-Step Process 7. Characteristics of Learning 8. Materials and methods *Assignment* 9. Self-Directed Learning: Values and Goals 10. Teaching the Self Directed Learning 11. Assessing SDL 12. Recent Application of SDL 13. Progressive Learning 14. Self Directed Learning Vs. Progressive Learning 15. Makes Self-Directed Learning Effective? 16. Pursue More Self-Directed Learning

	17. A Framework for 10 self-directed learning Questions 18. Benefits of Self-Directed Learning 19. The Advantages and Disadvantages of Self Directed Learning.
Interactive discussion with examples	From the group activity-the concept of self directed learning, importance, process will be discussed with the students. How the assessment of self-directed learning takes place? – importance of assignments
Further learning Opportunities	• A common learning goal will be established • Each group will be given a topic to carry out self directed learning to achieve common goal • Each group will discuss the resources required for the topic, the methods of self directed learning they will be using to achieve the common goal. Each group will present their self directed learning plan
Key Competencies	**Self-Assessment Process** • Met cognitive judgment of some aspect of self • Potential (knowledge, ability) • Reality (performance) Assessment of Self-Rating for Self-Directed Learning using SRSSDL Tool
Target Student	II MBBS Students (2019-2020)
Duration	30hrs
Theory Session	22hrs
Practical Session	8hrs(Reflection writing, Group Discussion, Problem solving capacity and self assessment)
Assessment Procedure	Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

INTRODUCTION:

Self-directed learning (SDL) is a vital **educational** principle in higher **education** that has been promoted by various institutions due to its value in developing professionals to become lifelong **learners**. ... Hence, the **medical student** is responsible for his or her own **learning**.

Growing up on Chicago's South Side, Tiffany Mikell had little choice *but* to become a self-directed learner. As a poor student with few opportunities handed to her, she figured out at an early age that the things she learned from her teachers wouldn't be enough to help change her situation–and the situation of those around her– for the better.
Mikell and her sisters created reading lists and visited the library weekly, as well as local museums on all the free days. They sacrificed new clothes in exchange for piano lessons and had family discussions about the importance of economic development in our community. If something wasn't taught in a course, they figured out a way to obtain the knowledge through community-building and project-based learning.

"Very early in life, we became aware of the skills and talents we had that we could use to either earn a small income or improve conditions in our neighborhood," she says, writing for Dale Stephens' Uncollege blog. "I'm a firm believer (and living proof) that affluence does not determine your level of intelligence or your capacity for learning."
She quickly discovered that she could use her own "customised education" to solve problems that she truly cared about, which is what self-directed learning is really about.

Defined by adult education expert Malcolm Knowles, self-directed learning "describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes." It's an especially important concept in today's educational climate, where MOOCs and other supplemental learning tools abound. Before long, we'll be earning digital badges instead of degrees, and when this happens, self-directed learning will be a critical skill possessed by any student who hopes to succeed.

The closely related term "autodidacticism" has roots in the Ancient Greek words *autós*, or "self," and *didaktikos*, meaning "teaching." The idea is, and always has been, quite simple really: that students should be encouraged to do more independent work. Early autodidacts like Leonardo da Vinci may have been societal outliers during their time, but the Industrial Revolution created more opportunities for people to pursue advanced academic careers and drive their own learning.

What we're seeing now, in the 21st century, is a widespread acceptance of DIY methods of education. The traditional model no longer yields the results it once did, and many of today's graduates are left high and dry without jobs or– perhaps worse– any real interest in learning.

One of the most recent trends in education is that learning environments should cater towards students' individual needs, goals, and interests. This model adopts the idea of inquiry-based learning, where students are presented with scenarios to identify their own research, questions, and knowledge on a particular topic. At the most successful institutions, students are now being provided with opportunities to "experience and interact" with knowledge, just as da Vinci did, making learning enjoyable and natural.

Self-Directed Learning is based on **the idea that an individual takes *responsibility for their own learning*** b choosing, managing, and evaluating their own learning activities. Proponents of Self-Directed Learning believe that learning goes far beyond academics. They believe education is all encompassing. It is everything someone knows in order to live a satisfying life. It can be done anywhere and at any age. Essential elements of Self-Directed Learning include the following:

- Student control over as much of the learning experience as possible;
- Development of skills that lead to productive activity;
- Self management; and
- Self motivation.

Informally, Self-Directed Learning is happening constantly in people's everyday lives as they pursue personal interests. The motivation behind this learning is usually due to things like curiosity, social interests, personal betterment, or simply an internal motivation to learn more about a specific topic or even the world as a whole.

This type of learning obviously leads different individuals down different paths – two people each pursuing the same topic will not learn about it in the same way or necessarily end up having participated in the same experiences in order to learn. That fact is what motivates proponents of Self-Directed Learning – **individuals should learn with their individuality driving the experience**.

Self-Directed Learning is the opposite of what learning in most traditional schools looks like today. Much of today's traditional school-based learning can be considered imposed schooling, which is forced upon individuals regardless of their desire for it, and is motivated by a system of rewards and punishments rather than an individual's internal, self-motivating

desire to learn. It actually often does the opposite and suppresses an individual's natural curiosity.

'Everyone in healthcare has two jobs when they come to work every day: to do their work and to improve it.' In the near future, medical knowledge will double every few months; therefore, it is critical that medical students develop life-long learning skills. Self-directed learning (SDL) is considered an important component of life-long learning and thus is a key competency in medical school curricula. Historically, self-directed learning was defined by Knowles as a process in which a learner takes the initiative, diagnoses their learning needs, creates learning goals, identifies resources for learning, applies appropriate learning strategies and evaluates their learning outcomes. The Liaison Committee on Medical Education (LCME) now requires medical schools to provide opportunities for students to participate in SDL activities as described in Standard 6.3 'The faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences and time for independent study to allow medical students to develop the skills of lifelong learning. Skills that embody a lifelong learner include the ability to recognize one's knowledge gaps, to know where and how to find credible sources with the relevant information, and then to synthesize this information and apply it to one's clinical practice.'

To develop self-directed learners, Knowles states that teachers must facilitate the acquisition of SDL skills. Moreover, medical educators should not assume that medical students possess all the skills needed to engage successfully in SDL activities without training.

Implementing an SDL activity in a paraclinical course at our institution presented several challenges including allotting time in a short, fast-paced course that is primarily lecture-based, providing individual feedback to a large class, designing SDL activities relevant to the course content, and assigning significant weight to the SDL grade. Therefore, the two goals of this course were to determine the feasibility of including an SDL activity in a lecture-based paraclinical medical school course and, gain insight into the medical student perspective of engaging in the SDL activity.

Definition:

Self-directed learning (SDL) is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.

For example, a teacher may give a general learning goal, such as to learn about a geographical area. Students would then work with the teacher to decide the scope of the project, length of time, and the end result that would demonstrate their learning. One student may decide to learn all of South America and create an educational website. Another student may choose to research the deforestation effects of Borneo and write a report for the government. Another student may choose a specific city and focus on the historical significance, creating a video vignette from personal interviews. By allowing

students to choose different learning objectives and outcomes, it allows students to choose based on their personal interests and strengths.

AIM AND OBJECTIVIES:

Self-directed learners are individuals who can identify their own **learning** needs, also they can utilize different **learning** strategies, methods and techniques, manage their **learning** processes, plan their time effectively, evaluate their **learning** outcomes, and identify and amend their **learning** deficiencies.

Review of literature

Self-directed Learning

More than 30 years ago, Knowles (1975), defined Self-directed Learning as a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify human and material resources for learning, choose and implement appropriate learning strategies, and evaluate learning outcomes.

Long (1998) identified three aspects of Self-directed Learning: the Sociological, Pedagogical, and Psychological. Long contended that much of the discussion around Self-directed Learning has focused on the Sociological (independent task management) and Pedagogical (application in educational contexts).

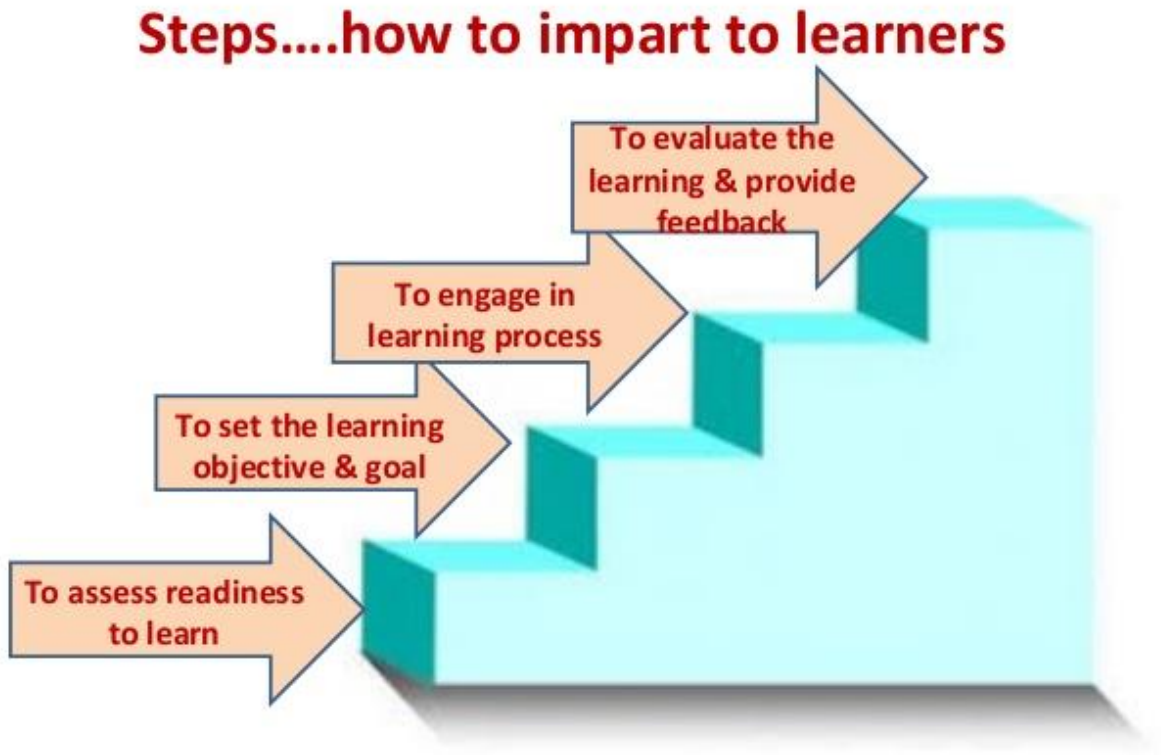
Costa and Kallick (2004) described the Self-directed Learners as being

1) Self-Managing, (the willingness to be engaged in activities with awareness of the results for their learning and the academic load, and essential information they need, and use of prior experiences, looking forward to signs of achievement, and generating substitutes for accomplishment),

2) Self Monitoring (having adequate self-awareness about what is effective, employing cognitive and met cognitive strategies to assess their learning), and

3) Self-Modifying (thinking over, assessing, and constructing meaning from experience and utilizing their knowledge to future activities, and tasks). Parasafar (2012) defined Self-directed Learning as a kind of learning that has characteristics like self-planned, self-initiated, and independent learning.

The Self-directed Learning (SDL) Model views learners as responsible owners and managers of their own learning process and integrates self-management (management of the context, including the social setting, resources, and actions) with self-monitoring (the process whereby the learners monitor, evaluate and regulate their cognitive learning strategies) (Brockett, 2002).



Technology Supports Learners In Self-Directed Learning

There are various other **ways in which technology supports learners in self-directed learning**, some tools and strategies for the purpose are:

Online Learning : It exposes students to a wide range of resources available online, covering their areas of interests, which they can learn at their own pace, personally. Online learning increases the effectiveness in student learning.

Free OER: Open Educational Resources are quality resources provided for learning, for free. Through these resources students are able to learn any subject they want on their own, and the constant need for a teacher is eliminated.

Personal Learning Networks : PLN form the core of passionate self-directed learning. These can be created through blogs, social networks such as, Twitter, Facebook, etc. They facilitate collaboration which helps in self-directed learning.

Video-conferencing tools : Tools like Skype, help turn classrooms into global communication centers for free. Students can connect with anyone around the world, to discuss topics of their interest, and with experts or educators to learn from.

Self-publishing : It can be used by students to reach an audience beyond their teacher. They can share their ideas and work with real audiences outside of their schools. This is made possible through blogging or social sites.

Twitter : It helps students create micro-blogs, through which they can connect with the people who share their interests. They can follow them, reply to them and use the search term in their tweets for others to see what they share.

YouTube/iTunes : YouTube adds the visual element to make learning more powerful. Both these platforms are used by school and college/university professors to share content for free. They empower students and teachers to design their own learning.

ePortfolios : These help students keep track of their own achievements and share them with others. They are free and easy to create; students create a container like, a blog, wiki or website, organize it and post their work.

Self-assessment : Students instead of relying on teachers to get evaluated, should assess themselves by; sharing their work with others to get feedback for improvement, practice tests on a test prep and review site, create videos and look for views and comments on them, develop their own learning plans/assessments and more.

Self-directed learning gives us a clear understanding of the relationship between learning and technologies. Technology provides boundless access for learners to connect with others, explore topics of interests and be a part of opportunities and events across the globe. Latest technologies also allow for newer ways to modernize classrooms, providing higher flexibility to students to organize their own resources, adopt their own learning styles, and study individually or collaboratively. Clearly, technology has significant implications for the development and support of self-directed learning. Share your views and knowledge with us. Make your comments in the Comment Box.

Self-Directed Learning: A Four-Step Process

Learning independently can be challenging, even for the brightest and most motivated students. As a means of better understanding the processes involved in this mode of study, this Teaching Tip outlines key components of four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

Step 1: Assess readiness to learn

Students need various skills and attitudes towards learning for successful independent study. This step involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at school and at home and also involves evaluating past experiences with independent learning. For a detailed Learning Skills Assessment Tool, read our Readiness to Learn Teaching Tip. Signs of readiness for self-directed learning include being autonomous, organised, self-disciplined,

able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

Step 2: Set learning goals

Communication of learning goals between a student and the advising instructor is critical. We've developed a set of questions for students to consider as they map out their learning goals: our Unit Planning Decision Guide). Also critical in developing a clear understanding of learning goals between students and instructors are learning contracts. Learning contracts generally include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Once created, contracts should be assessed by the advising faculty member and questions about feasibility should be raised (e.g., What could go wrong? Is there too much or too little work? Is the timeline and evaluation reasonable?).

Step 3: Engage in the learning process

Students need to understand themselves as learners in order to understand their needs as self-directed learning students — referring students to our resource on learning preferences may be helpful. Students should also consider answering the following questions:

- What are my needs re: instructional methods?
- Who was my favourite teacher? Why?
- What did they do that was different from other teachers? Students should reflect on these questions throughout their program and substitute “teacher” with “advising instructor”

Students also need to understand their approach to studying:

- A **deep approach** to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.
- A **surface approach** involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.

- A **strategic approach** involves organization: achieving the highest possible grades, learning what is required to pass exams, memorizing facts, and spending time practicing from past exams.

Earlier academic work may have encouraged a surface or strategic approach to studying. These approaches will not be sufficient (or even appropriate) for successful independent study. Independent study requires a deep approach to studying, in which students must understand ideas and be able to apply knowledge to new situations. Students need to generate their own connections and be their own motivators.

Step 4: Evaluate learning

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study. To support this self-evaluation process, they should:

- regularly consult with the advising instructor,
- seek feedback, and
- engage in reflection of their achievements, which involves asking:
    - How do I know I've learned?
    - Am I flexible in adapting and applying knowledge?
    - Do I have confidence in explaining material?
    - When do I know I've learned enough?
    - When is it time for self-reflection and when is it time for consultation with the advising faculty member?

Responsibilities in the four-step process

Successful independent study requires certain responsibilities or roles of both students and advising faculty members. The following is a brief list of the more important roles. It is useful for both students and advising faculty members to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

Students' roles

- Self-assess your readiness to learn
- Define your learning goals and develop a learning contract
- Monitor your learning process
- Take initiative for all stages of the learning process — be self-motivated
- Re-evaluate and alter goals as required during your unit of study
- Consult with your advising instructor as required

Advising instructors' roles

- Build a co-operative learning environment
- Help to motivate and direct the students' learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate during the learning process

- Serve as an advisor rather than a formal instructor

Characteristics of Learning (Explained)

Learning is the process by which one acquires, ingests, and stores or accepts information. The main characteristic of learning that; it is a process of obtaining knowledge to change human behavior through interaction, practice, and experience.

Our experiences with learned information compose our bodies of knowledge. Learning is a process unique to each individual.

Some learn quickly, scanning the information and mastering the concept or skill seemingly effortlessly.

Others stumble while processing information, taking longer to grasp the concept of requiring numerous exposures over a sustained time.

Characteristics of learning are;

1. Learning involves change.
2. All learning involves activities.
3. Learning Requires Interaction.
4. Constitute Learning.
5. Learning is a Lifelong Process.
6. Learning Occurs Randomly Throughout Life.
7. Learning Involves Problems Solving.
8. Learning is the Process of Acquiring Information.
9. Learning Involves far more than Thinking.
10. Experience is Necessary for Learning.

Let's explain and understand these characteristics of learning.

Learning involves change.

It is a reconstruction, combined thinking, skill, information and appropriation in a single unity process.

For example, when a child learns to read they can retain this knowledge and behavior for the rest of their lives. It is not always reflected in performance. The change from the learning may not be clear until a situation arises in which the new behavior can occur.

All learning involves activities

These activities involve either physical or mental activity. They may be simple mental activities of complex, involving various muscles, bones, etc.

So also the mental activities may be very simple involving one or two activities of mind or complex which involve higher mental activities.

Learning Requires Interaction

At the time of learning, the individual is constantly interacting with and influenced by the environment. This experience makes him change or modify his behavior to deal effectively with it.

Constitute Learning

To constitute learning, the change should be permanent. Temporary changes may be only reflective and fail to represent any learning.

Learning is a Lifelong Process

Learning is a lifelong process of gaining and using the information presented to a person. It is not static.

A person never stops acquiring new information. It keeps a person's mind active and aware but also conscious of the world around them.

Learning Occurs Randomly Throughout Life

Some learning occurs randomly throughout life, from new experiences, gaining information and from our, perceptions, for example: reading a newspaper or watching a news broadcast, talking with a friend or colleague, chance meetings, and unexpected experiences.

Learning Involves Problems Solving

Learning involves problem-solving i.e. understanding and discovering relations between different contents in a situation.

Learning is the Process of Acquiring Information

Learning is the process of acquiring information, knowledge, wisdom, and skills. It occurs as a result of interaction with the person's environment.

Learning Involves far more than Thinking

Learning involves far more than thinking: it involves the whole personality – senses, feelings, intuition, beliefs, values, and will.

If we do not have the will to learn, we cannot learn and if we have learned, we are changed in some way. If the learning makes no difference it can have very little significance.

Experience is Necessary for Learning

Some sort of experience is necessary for learning. We can get the experience from direct observation or from formal approaches to learning such as training, mentoring, coaching and teaching.

We can get the experience from direct observation or from formal approaches to learning such as **training**, mentoring, coaching and teaching.

Learning is more or less the acquisition of a new discourse, a new way of speaking, acting, interacting, looking at the world, and knowing it.

It will be successful only when the information gained is used and understood.

It is a continuous process followed by an individual that allows for the acquisition of information, attitudes, and practices, through observation, seeking previous knowledge, searching out guides, and looking within as well as without. It is a key process in human behavior.

If we compare the simple ways in which a child feels and behaves, with the complex modes of adult behavior, his skills, habits, though, sentiments and the like we will know what difference learning has made to the individual.

Methods:

How to Implement SDL- The Road map

A review of the literature indicated that research investigating the relationship between self-directed learning readiness and first-generation college student success is notably absent. In addition, few empirical studies exist concerning the implementation of summer bridge programs as a tool to augment academic success and retention of first generation students. Identified gaps in the literature reveal possible interrelationships between theoretical frameworks in the fields of adult and higher education. The purpose of this study was to investigate the change in self-direction among first-generation college students participating in the Freshmen Summer Institute (FSI), a summer bridge program at the University of South Florida. This course was designed to answer the following research questions

: 1. What is the relationship between pre-test scores of the Personal Responsibility Orientation to Self-Direction in Learning Scale and previous academic achievement as measured by university admissions grade point average?

2. What differences in scores were measured between pre-test (given July, 2009) and post-test (given January, 2010) administration of the Personal Responsibility Orientation to Self-Direction in Learning Scale?

3. What is the relationship between post-test scores of the Personal Responsibility Orientation to Self-Direction in Learning Scale and academic 78 achievement as measured by university grade point average at the end of the third full semester?

4. How are participants' levels of self-direction following involvement in a summer bridge program, as indicated by post-test scores of the Personal Responsibility Orientation to Self-Direction in Learning Scale, different for participants' based on gender and ethnicity?

5. How is the impact of a summer bridge program, as indicated by a change in self-direction scores on the Personal Responsibility Orientation to Self-Direction in Learning Scale, different for participants' based on gender and ethnicity?

Self-Directed Learning: Value and Goals

- Understand the qualities of a self-directed learner
- Consider the effect of emotions on motivation and learning abilities
- Become actively involved and take personal responsibility for the quality of learning experiences
- Practice creating an open and receptive mind
- Understand the larger purpose of what you are learning
- Identify the origin of personal values
- Clarify values and goals
- Use critical thinking to align values and goals with choices
- Make a connection between values, motivation, and learning

Learner Experience

The learner experience is crucial when it comes to designing environments where students can learn to be self-directed. Here are four things educators should consider:

- **Autonomy & Responsibility.** Are students doing work that they have ownership over? Or is it just the textbook put into a different form. What is the task? Does it make sense for students to do on their own? What are the desired outcomes? Be sure students know the outcomes and how they can scaffold their own learning to progress towards meeting them.
- **Complexity.** What are students being asked to do? How much of the work can they feel successful doing on their own and what percentage of the task do they need support with. Find the sweet-spot between challenge and students feeling successful.
- **Duration.** How much time on task are students already consistently demonstrating? How much time have students spent learning content or skills to prepare them to work independently? Teachers need to think about having a mixture of short and supported experiences as well as some that are more long-term and independent. This will increase students ability to sustain self-directed learning.
- **Voice & Choice.** Students need to feel like they have voice and choice in their learning and environment. This means time for interest based learning,

opportunities to shape assignments and deliverables and choice in how they showcase what they have learned. When students and teachers co-construct projects, they can be interest-based *and* packed with important learning targets.

Like writing and problem-solving, self-directed learning is a progression—the combination of knowledge, skills and mindsets deployed in different environments toward different aims.

Students that haven't built the muscles of self-direction in middle grades often flounder initially in a project-based high school that demands a high degree of self- and project-management.

Ideally, self-direction should be developed on a continuum from preschool to independent postsecondary learning. The expectations, environment, scaffolding and supports should reflect increasing degree of self-direction.

As there has been much interest in 'active self-directed learning' in the last few years, assessing this kind of learning should receive more attention. It often happens that the ability to learn actively and in a self-directed way has been a policy goal in education, but that little or no information has been gathered about reaching that goal. Even if one does not regard managing the skills of active self-directed learning as a goal, but as a means to obtain good learning results it is advisable to assess these skills.

A review study by Simpson, Hynd, Nist and Burrell (1997) shows that this is not done in most cases. They give an overview of four kinds of college academic assistance programs; in this overview they map the goals, the placement as -assessment methods (diagnosis), the instructional methods and the program evaluation

Methods for all four programs.

It is striking that, in these programs, the effects are often measured in terms of improved study results only (GPA and persistence at university) and that there is much less attention for the question whether the skills trained have improved. We see the same in the review study by Hattie, Biggs and Purdie (1996).

Assessing skills for active self-directed learning (called 'learning skills' from here on) certainly is not a simple matter. Teachers, educational consultants as well as

researchers often have problems with it. Not everyone knows that there are many assessment methods available, besides the often used learning skills questionnaires. And if they do know this, they often find it difficult to select an appropriate one.

To assist them, this chapter not only gives an overview of available assessment methods, it also gives information to help make a responsible choice for a certain specific situation. The chapter starts with the first two questions one should ask oneself if one wants to assess learning skills: why do I want to assess learning skills and which specific skills would I like to assess?

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Specific skills would I like to assess?

PROGRESSIVE LEARNING

Progressive Learning values experience over learning facts. **The philosophy behind Progressive Learning is that *educators should teach children how to think*** rather than relying on the memorization of facts and information. Progressive Learning is all about the process of learning by doing and relies on hands-on experiences that allow students to learn by actively engaging in activities that put their knowledge to use.

With Progressive Learning, the student still directs their own learning, but they are assisted by a teacher who is knowledgeable about the subjects. In this model, **the teacher is a facilitator rather than a classroom leader**. Montessori schools, which most people are either familiar with or have at least heard of, employ Progressive Learning. In a Montessori classroom the teacher guides learning rather than directing learning, as is done in a traditional classroom.

SELF DIRECTED LEARNING VS. PROGRESSIVE LEARNING

Self-Directed and Progressive Learning have a number of things in common. They are both in direct contrast to, and in many ways in reaction to, the way traditional schooling is implemented today. They both center on the student as the driver of learning experiences – they both put the learner in charge of what they learn. **Both Self-Directed Learning and Progressive Learning empower the student to take control of their learning, which creates lifelong learners out of students.**

The fundamental elements of each method are slightly different. *With Self-Directed Learning, the essential element is developing skills in order for a person to self manages and self motivate their own learning. With Progressive Learning, everything centers around learning by doing as the basis of the learning experience.* Progressive Learning relies on a teacher to act as a facilitator in this process, while Self-Directed Learning does not have a formal role for a teacher.

These learning methods are not right for every student, at least for their formal education. While your child (or you) may be able to self motivate and manage learning about a

personal interest like cooking or karate, you may have a harder time being able to extend that self motivation to other areas like math or computers. There is absolutely nothing wrong with that.

These methods are a major shift in the way most people have been taught how to learn. Deciding for you what and how to learn seems like a foreign concept. It is important to understand your child's or your own limitations and needs when considering the type of learning environment and method that is the best fit.

Even if Self-Directed and Progressive Learning are not the right educational fit for your child on an everyday basis, most people informally (not as part of their formal schooling) learn things in their everyday lives through at least some of the elements in both of these methods. Whether it is a purely personal interest in a topic or something pursued for professional development, people generally either find information and learn about it on their own or find someone to help guide them through learning about the topic.

- Understand your own approach. ...
- Use game-based motivation strategies. ...
- Start with background on a topic. ...
- Cultivate intrinsic motivation.

Makes Self-Directed Learning Effective?

According to the Association for Psychological Science, much of the success of the self-directed learning method can be attributed to the cognitive advantages associated with it.
In an article published in Perspectives on Psychological Science, a journal of the Association for Psychological Science, researchers Todd Gureckis and Douglas Markant of New York University found that cognitive psychology offers several explanations for the advantages of self-directed learning. For example, self-directed learning "helps us optimise our educational experience, allowing us to focus effort on useful information that we don't already possess and exposing us to information that we don't have access to through passive observation." The active nature of self-directed learning also helps us in encoding information and retaining it over time.

But we're not always optimal self-directed learners, Gureckis and Markant point out. "The many cognitive biases and heuristics that we rely on to help us make decisions can also influence what information we pay attention to and, ultimately, learn." The researchers note that computational models commonly used in machine learning research can provide a framework for studying how people evaluate different sources of information and decide about the information they seek out and attend to. Work in machine learning can also help identify the benefits – and weaknesses – of independent exploration and the situations in which such exploration will confer the greatest benefit for learners.

Drawing together research from cognitive and computational perspectives will provide researchers with a better understanding of the processes that underlie self-directed learning and can help bridge the gap between basic cognitive research and applied educational research. Gureckis and Markant hope that this integration will help researchers

to develop assistive training methods that can be used to tailor learning experiences that account for the specific demands of the situation and characteristics of the individual learner.

Pursue More Self-Directed Learning

Now that we've covered some of the background and benefits associated with self-directed learning, let's look at some of the steps we can take to achieve it. Below are 20 ways to put yourself first when it comes to your education.

1. Identify your learning goals.

You can't achieve what you haven't envisioned. Identifying what you want to learn is the first step of the process.

2. Question the significance of things.

Make a habit of not taking things for face value and you'll start to ask questions because you acutally care about the answer.

3. Seek out interesting challenges.

Who says challenges are unpleasant by definition? Identify a problem you care about and reward yourself by solving it. That's what genuine learning is all about.

4. Monitor your own learning process.

Learning is much more enjoyable when you've set your own standards. Whether you receive the grade you want or not, try to measure your progress against your own personal learning goals.

5. Understand your own approach.

Many of us assume we know our own learning style and preferences, but do we really? Take a moment to consider what format or medium helps you learn best.

6. Use game-based motivation strategies.

Reward systems can work wonders when it comes to self-directed learning. Give yourself fun reasons to challenge yourself and work hard.

7. Start with background on a topic.

Get to know your topic by reading the Wiki page on it first. It's important to have context before you dive into details.

8. Cultivate intrinsic motivation.

Intrinsic motivation doesn't come naturally to everyone, but it can be learned. Help yourself enjoy learning more by collecting interesting facts or planning to share your knowledge with other people.

9. Share your learning with peers and mentors.

Knowing you are going to share what you've learned with someone else can make a huge difference when it comes to learning. Your attention and memory both receive a boost when you picture yourself relaying new material to another person.

10. Create something out of what you've learned.

Make a habit of creating something–a diagram, a song, a journal entry– with the new material you've learned. Not only will it help solidify the material in your long term memory, but it will also help you look forward to future learning endeavors.

11. Build your own personal learning syllabus.

Have you ever looked at a syllabus from a course and wished you had more of a say in it? Now's your chance. Learn what you want, when you want, how you want.

12. Use time (or lack thereof) to your advantage.

We're all busy, but sometimes this can be an advantage. Take the thirty minutes you have during your lunch hour or post-work session at the gym to complete a "unit" on a topic of interest.

13. Pursue knowledge, not good grades.

It's hard to ignore grades when they seem to mean so much to university admissions staff. But it's important to keep in mind that they aren't the end-all-be-all. Grades don't always reflect how much you've actually learned, and that's what counts in the end.

14. Create your own personal learning record.

There are so many great tools out there to help you document your learning. Have some fun with a digital learning portfolio– especially ten years down the road when you're going through your old notes and projects!

15. Verbalise your achievements.

It's one thing to know what you've learned; it's quite another to make it known. Verbalising your achievements can be extremely rewarding, and can help you reflect on what you think you've learned vs. what you've actually learned.

16. Make a list of topics "to master."

Creating a list of topics to master is almost as fun as crossing them off. Remember to make concrete, easily-achievable goals as well as more general, overarching ones.

17. Practise using what you've learned.

We all value knowledge we can actually use. Sometimes we need to make an effort to use it, though. Create your own opportunities to use your knowledge and you'll find the results very rewarding.

18. Value progress over performance.

We never stop learning, and that's one of the many reasons why self-directed learning can be so enjoyable. Countless topics, questions, and problems means countless opportunities to feel stimulated and accomplished.

19. Keep your goals realistic.

One of the major killjoys of self-directed learning is created not by the "system" but by ourselves: unrealistic goals. It's easy to get discouraged when we don't achieve what we want to. Try to keep things in perspective and create goals you can reasonably achieve.

20. Build a network of "learning colleagues."

We are collaborative learners by nature. Take advantage of online and in-person communities that will support you through your learning journey and help illuminate your path.

Benefits of Self-Directed Learning

Parents whose children make the switch to self-directed learning often remark that this is more than just a new approach to education, it's a new way of living. This is because self-directed learning reflects a belief that people have the right to live their own lives and follow their own paths—to "pursue happiness" in their own ways, as long as they don't interfere with the rights of others to do the same. Self-directed learning speaks to the creation of a collaborative culture, one in which individual liberties are valued and exercised in synergistic ways that support "liberty *and* justice for all." It is based on the assumption that we, as individuals, will each benefit most from making the proverbial pie bigger, not by fighting over the existing pie (let alone its crumbs). It is a win-win philosophy. Some of the most significant benefits of self-directed learning include the following:

Self-directed learning promotes the natural development of self-confidence, initiative, perseverance and life satisfaction. While we do not ultimately *control* our lives (due to many outside factors that affect us all, including genes to environmental circumstances), we are each *in charge of* our own life. We are responsible for making the choices that help create our own paths, certainly once we become of age. Self-directed learning greatly increases a person's ability to make sound, intelligent, self-affirming choices when the stakes are high. The more practice people have with making their own decisions–with reading their own ideas, feelings, wants, and needs and weighing them against available options–when they are young, the more likely they are to grow into mature, sensible, healthy, productive and compassionate adults.

Self-directed learning decreases the probability that children will suffer from the life-long wounds commonly produced by coercive schooling. This does not mean that no one will ever say anything derisive to them, call them stupid, or suggest that they are incompetent in one way or another. It does suggest, however, that they will not experience *systemic reinforcement* of such negative messages, such as being put into a lower reading group in the first grade because they're not on the same schedule as their friends, or having it

suggested that they are “unmotivated” or lazy because they prefer their own path over that which school authorities lay out. In *How Children Fail*, John Holt wrote, “School is a place where children learn to feel stupid.” This also applies to the many young people that schools deem to be “winners” by virtue of their high grades. As Holt, and later Kirsten Olson (in her book *Wounded By School*), have so artfully described, no one is impervious to the secret fear that she or he may, at any time, be exposed as a “failure,” when failure and success are pinned on arbitrary tests and measures devised by others, as occurs in school. Such wounds are lifetime sentences. We may try to bury them under many years of successful post-school experiences, but they don’t disappear. For many people, the battle to compensate for such feelings is a constant drain. Consider how much happier and more successful we could be if we didn’t have to keep trying to prove that we are not the dummies we were led to fear that we might be, or that we are the intellectually superior ones that we were labeled as at school. How much better listeners and learners we could be if we didn’t always have to defend ourselves and prove our knowledge to others. How much more open and inquisitive we could be—as we were when we were two—if our self-esteem had been neither pummeled nor falsely bolstered for all those years.

Self-directed learning provides opportunities to pursue a far wider range of interests than is possible in a typical school with its pre-defined curriculum, fixed schedule, and inability to accommodate the needs and interests of individuals. Even those topics that are within the usual school curriculum can be explored in greater depth, and more meaningfully, in self-directed learning—such as by actually building and sailing a boat rather than merely reading about how others have done so, or by surveying a plot of ground rather than simply calculating the area of a polygon presented on a worksheet. And if the boat sinks, one can repair it and learn from the mistake, instead of having it marked wrong and moving on to the next “project.” When the boat floats, there can be time to take it for a sail—even a long one, perhaps one that results in the exploration of an entirely new set of interests. Whatever restrictions there may be, they are not the result of some pre-determined curriculum.

Self-directed learning reinforces collaboration, within and beyond the family. Without the imposed requirements of a school curriculum, parents and youth are free to create, discuss, negotiate, design, explore—do—what *they* decide will best serve their goals, values and personal desires. Experience has demonstrated that this approach does the opposite of what most skeptics fear. The result tends to be young adults who are comfortable in their own skin and deeply sensitive to the needs of others. This is often reflected in their choice of occupation and manner of work: They choose to work collaboratively and empower others rather than seek power *over* others. Happiness breeds more happiness, and the same can be said for self-direction. People who feel in charge of their own lives are more likely to support self-direction in others and to accept the responsibilities of membership in the human family.

The **advantages** of SDL were in free selecting of sources, topics, time, space and time management were 23.3%, 27.9%, 7.6%, 20.9%, and 20.3% respectively, while

the **disadvantages** were the difficulties in selecting sources and materials, accessing guide/tutor, time wastage, and language barrier in that order were 21.3%

ASSESSMENT AND EVALUATION FOR SDL

Framework for 10 Self-Directed Learning Questions

The framework below features 10 essential self-directed learning questions broken down into further key points for consideration. **This is by no means a complete framework but is intended as a basic guideline for further exploration and development.** Have learners use these points to examine the value of each question as they consider how to apply it to their own self-directed learning pursuits.

1. What Do I Want to Learn/Need to Learn?

- **What is important or necessary**
  - a specific problem to be solved
  - a challenge that must be faced
  - information that will construct something of value to me/others
- **What is interesting or relevant**
  - a hobby or skill
  - personal knowledge development
  - learning for a job or a career

2. Why Is This Important?

- What has motivated me to seek this knowledge?
- What circumstances have led me to want to learn this?
- Why is this meaningful to me or to others?
- What would happen if I don't find out what I need to?
- How will this knowledge change things?

3. How Do I Intend to Use This Knowledge?

- personal development
- problem-solving
- general interest
- developing other learning challenges
- responding to a question(s)

4. What Do I Know and What Do I Need to Find Out?

- **Current knowledge**

- exploration of assumptions
- personal experience
- knowledge gained from others

- **Missing knowledge**
  - who, what, where, when, why, how
  - the history of the problem or challenge
  - what others have missed in the past

5. What Are My Capabilities/Limitations?

- What do I know or what can I do now that will help me?
- What can't I do? Can I learn how to do it? (considering time frame, budget, etc.)

6. Where Can I Find out What I Need to Know?

- **Traditional sources**
  - books
  - articles
  - film
  - art and design
  - conversation/collaboration
  - courses
  - hands-on workshops
  - seminars
  - mentoring/practicums
- **Online sources**
  - websites
  - blogs
  - wikis
  - videos
  - podcasts
  - online learning/MOOCs

7. Who Can I Ask for Help?

- Family, friends, and teachers
- Other professionals and experienced enthusiasts
- Those who have failed to solve the problem and gained insights from that

8. How Will I Apply and Share My Knowledge?

- **Production and Delivery**
  - developing and giving a presentation
  - writing/publishing a book

- building and publishing a website or wiki
- starting a blog
- filming and hosting a video tutorial
- recording and hosting a podcast

9. How Will I Know My Learning Was Successful?

- What were the results of my efforts?
- How did I succeed or fall short of accomplishing my goal?
- What went well, and what didn't?
- How can I improve my efforts, processes, and outcomes in the future?
- Where/when/how else can I use what I've learned?

10. Where/When/How Else Can I Use What I've Learned?

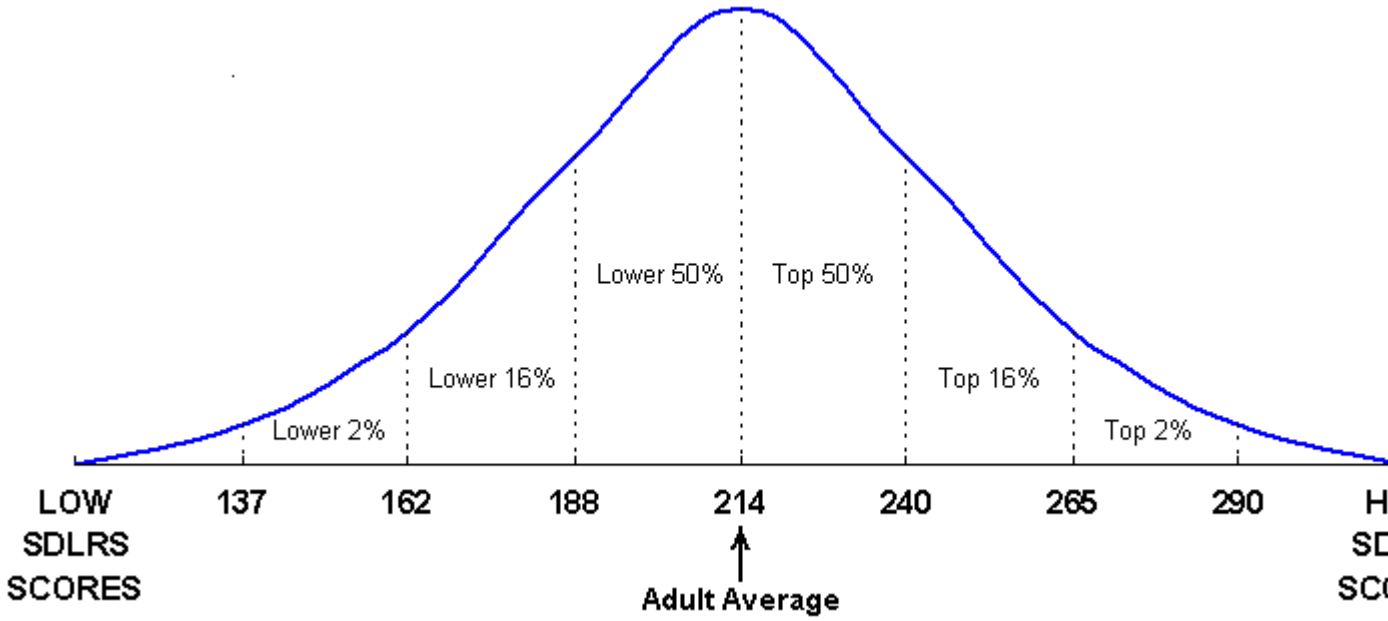
- Parts of learning (or the whole) can potentially be applied to other future problems of a similar nature
- We can find other ways to share our learning (e.g. teaching it to others
- Knowledge retention and reuse can effectively exercise overall positive cognitive development

HOW TO INTERPRET YOUR *SDLRS-A/LPA* SCORE

Your score is a measure of your current level of *Self-Directed Learning Readiness*.

***SDLRS-A* score**	**Readiness for self-directed learning**
58-201	Below average
202-226	Average
227-290	Above average

Some people have a low level of readiness because they have consistently been exposed to other-directed instruction. Recent research has indicated that country culture may affectscores. **The most important thing to remember about your score is that it can be improved. Most persons with below average levels of self-directed learning readiness can increase their skills with practice.**



The average score for adults completing the *SDLRS-A* questionnaire is *214* and the standard deviation is *25.59*. The *SDLRS/LPA* measures your current level of readiness for self-directed learning. Research has suggested that individuals who have developed high self-directed learning skills tend to perform better in jobs requiring:

1. A high degree of problem solving ability.
2. A high degree of creativity.
3. A high degree of change.

Persons with high *SDLRS* scores usually prefer to determine their learning needs and plan and implement their own learning. This does not mean that they will never choose to be in a structured learning situation. They may well choose traditional courses or workshops as a part of a learning plan.

Persons with average *SDLRS* scores are more likely to be successful in more independent situations, but are not fully comfortable with handling the entire process of identifying their learning needs and planning and implementing the learning.

Persons with below average *SDLRS* scores usually prefer very structured learning options such as lecture and traditional classroom settings.

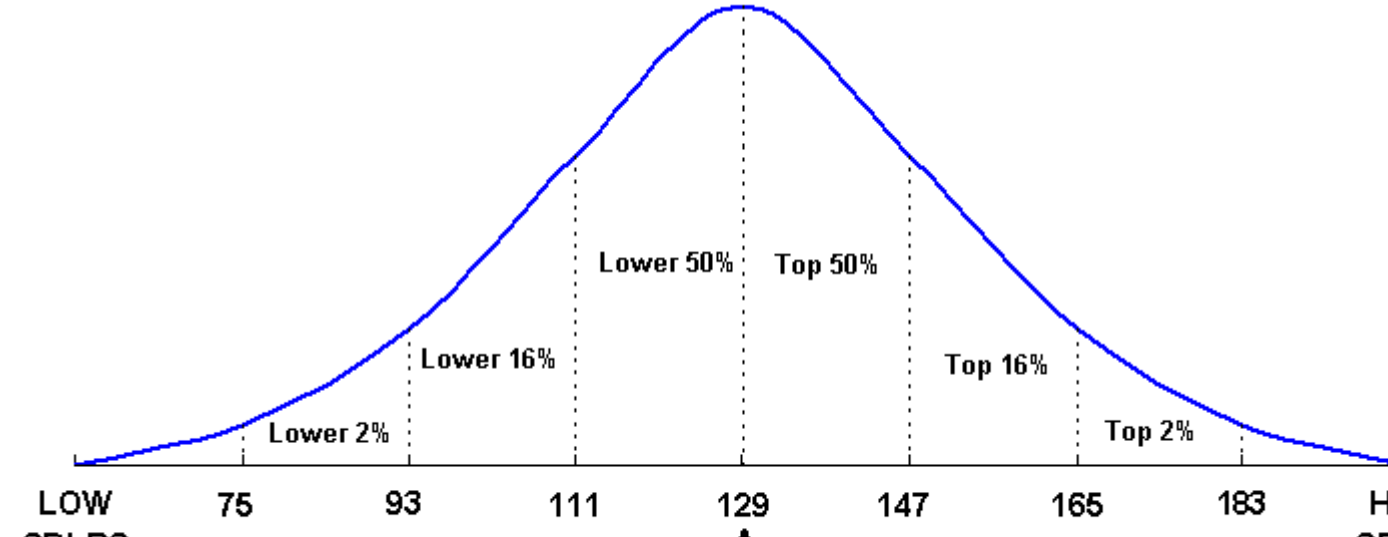
Again, your *SDLRS* score indicates your current level of readiness for self-directed learning. Research studies have proven that levels of self-directed learning readiness can be raised through appropriate educational interventions.

HOW TO INTERPRET YOUR *SDLRS-ABE* SCORE

Your score is a measure of your current level of *Self-Directed Learning Readiness*.

***SDLRS-ABE* score**	**Readiness for self-directed learning**
34-119	Below average
120-138	Average
139-170	Above average

Some people have a low level of readiness because they have consistently been exposed to other-directed instruction. **The most important thing to remember about your score is that it can be improved. Most persons with below average levels of self-directed learning readiness can increase their skills with practice.**



The average score for adults completing the *SDLRS-ABE* questionnaire is *129* and the standard deviation is *18.0*.The *SDLRS* measures your current level of readiness for self-directed learning. Research has suggested that individuals who have developed high self-directed learning skills tend to perform better in jobs requiring:

1. A high degree of problem solving ability.
2. A high degree of creativity.
3. A high degree of change.

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Again, your *SDLRS* score indicates your current level of readiness for self-directed learning. Research studies have proven that levels of self-directed learning readiness can be raised through appropriate educational interventions.

HOW TO INTERPRET YOUR *SDLRS-E/LPA* SCORE

Your score is a measure of your current level of *Self-Directed Learning Readiness*.

***SDLRS-E* score**	**Readiness for self-directed learning**
58-188	Low
189-203	Below average
204-218	Average
219-232	Above average
233-290	High

Conclusion:

In summary, we recommend that SDL assignments occur regularly throughout the pre-clinical curriculum to promote life-long learning skills. This course demonstrates that SDL assignments will incorporate Self-learning skills, *Collaboration, Application and Metacognition* all of which can be successfully implemented in Para-clinical course and are valued by the students as contributing to the skills they view as necessary for delivering effective patient care.

Annexure- II

VALUE ADDED COURSE

Self Directed Learning and its Implication &CD/ME02

4. List of Students Enrolled October- 2019

II MBBS (Batch 2018- 19)		
Sl. No	**Name of the Student**	**Roll No**
1	DEBOPRIYA DEY	U18MB280
2	DHANUSHA S	U18MB282
3	DHARANEESHWARAN .S	U18MB283
4	DHISHVANTH DHEEPAK A.N	U18MB284
5	DHYAN DAVID S.V	U18MB285
6	DISHA SHEORAN	U18MB286
7	ELDHO BABU	U18MB290
8	G SRI SAI NITISH	U18MB292
9	GAUR DARSHANA PURUSHOTTAM GAUR	U18MB293
10	GHATKAR SAYALI KRISHNA	U18MB294
11	GOKUL M S	U18MB295
12	SHASHANK RITU RAJ	U18MB366
13	HARI BALA SIDDHARTH T.R	U18MB297
14	SEENUVAS .P	U18MB364
15	HIBA MOIDEEN .K	U18MB299
16	PRANITHRAJ .K	U18MB344
17	MANIVANNAN N	U18MB322
18	CHARAN VARMA C.A	U18MB275
19	SWAPNIL	U18MB384
20	JAGADEESAN S.R	U18MB304

RESOURCE PERSON **COORDINATOR**

SRI LAKSHMI NARAYANA INSITUTE OF MEDICAL SCIENCES

Attendance List **Date:01.10.2019**

S.no.	Roll. No.	Students Name	Signature
1	U18MB280	DEBOPRIYA DEY	
2	U18MB282	DHANUSHA S	
3	U18MB283	DHARANEESHWARAN .S	
4	U18MB284	DHISHVANTH DHEEPAK A.N	
5	U18MB285	DHYAN DAVID S.V	
6	U18MB286	DISHA SHEORAN	
7	U18MB290	ELDHO BABU	
8	U18MB292	G SRI SAI NITISH	
9	U18MB293	GAUR DARSHANA PURUSHOTTAM GAUR	
10	U18MB294	GHATKAR SAYALI KRISHNA	
11	U18MB295	GOKUL M S	
12	U18MB366	SHASHANK RITU RAJ	
13	U18MB297	HARI BALA SIDDHARTH T.R	
14	U18MB364	SEENUVAS .P	
15	U18MB299	HIBA MOIDEEN .K	
16	U18MB344	PRANITHRAJ .K	
17	U18MB322	MANIVANNAN N	
18	U18MB275	CHARAN VARMA C.A	
19	U18MB384	SWAPNIL	
20	U18MB304	JAGADEESAN S.R	

RESOURCE PERSON

COORDINATOR

Dr. G. JAYALAKSHMI, BSC.,MBBS.,DTCD.,M.D.,
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
Villianur Commune Puducherry-605 502.

Dr. G. JAYALAKSHMI, BSC.,MBBS.,DTCD.,M.D.,
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
Villianur Commune Puducherry-605 502.

Annexure - III

Students Were Evaluated Using This Tool

Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

The aim of this tool is to identify learner's levels of self-directedness in learning in higher education. Please read and encircle the most appropriate response to each statement indicating the level at which you rate yourself. Please note that your first reaction to the statement is the most accurate response; therefore do not spend too long a time on each item.

The 'any other' space is provided for you to add any other issues about self-directedness in learning you think relevant. A 'scoring sheet' is included for you to assess the level of your self-directedness in learning.

Students Name: **Register No.:**

Response Key: 5 = Always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never

1	Awareness	Score				
1.1	Identify my own learning needs	5	4	3	2	1
1.2	I am able to select the best method for my own	5	4	3	2	1
1.3	I consider teachers as facilitators of learning rather than providing information only	5	4	3	2	1
1.4	I keep up to date on different learning resources available	5	4	3	2	1
1.5	I am responsible for my own learning	5	4	3	2	1
1.6	I am responsible for identifying my areas of deficit	5	4	3	2	1
1.7	I am able to maintain self-motivation	5	4	3	2	1
1.8	I am able to plan and set my learning goals	5	4	3	2	1
1.9	I have a break during long periods of work	5	4	3	2	1
1.10	I need to keep my learning routine separate from my other commitments	5	4	3	2	1
1.11	I relate my experience with new information	5	4	3	2	1
1.12	I feel that I am learning despite not being instructed by a lecturer	5	4	3	2	1
1.13	Any other: ……	5	4	3	2	1

2	**Learning Strategies**	**Score**				
2.1	I participate in group discussions	5	4	3	2	1
2.2	I find peer coaching effective	5	4	3	2	1
2.3	I find 'role play' is a useful method for complex learning	5	4	3	2	1
2.4	I find inter-active teaching-learning sessions more effective than just listening to lectures	5	4	3	2	1
2.5	I find simulation in teaching-learning useful	5	4	3	2	1
2.6	I find learning from case studies useful	5	4	3	2	1
2.7	My inner drive directs me towards further development and improvement in my learning	5	4	3	2	1
2.8	I regard problems as challenges	5	4	3	2	1
2.9	I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life	5	4	3	2	1
2.10	I find concept mapping is an effective method of learning	5	4	3	2	1
2.11	I find modern educational interactive technology enhances my learning process	5	4	3	2	1
2.12	I am able to decide my own learning strategy	5	4	3	2	1
2.13	Any other: ……	5	4	3	2	1

3	**Learning Activities**	**Score**				
3.1	I rehearse and revise new lessons	5	4	3	2	1
3.2	I identify the important points when reading a chapter or an article	5	4	3	2	1
3.3	I use concept mapping/outlining as a useful method of comprehending a wide range of information	5	4	3	2	1
3.4	I am able to use information technology effectively	5	4	3	2	1
3.5	My concentration intensifies and I become more attentive when I read a complex study content	5	4	3	2	1
3.6	I keep annotated notes or a summary of all my ideas, reflections and new learning	5	4	3	2	1

3.7	I enjoy exploring information beyond the prescribed course objectives	5	4	3	**2**	**1**
3.8	I am able to relate knowledge with practice	5	4	3	2	1
3.9	I raise relevant question(s) in teaching- learning sessions	5	4	3	2	1
3.10	I am able to analyse and critically reflect on new ideas, information or any learning experiences	5	4	3	2	1
3.11	I keep an open mind to others' point of view	5	4	3	2	1
3.12	I prefer to take any break in between any learning task	5	4	3	2	1
3.13	Any other: ……....	5	4	3	2	1

4	**Evaluation**	**Score**				
4.1	I self-assess before I get feedback from instructors	5	4	3	2	1
4.2	I identify the areas for further development in whatever I have accomplished	5	4	3	2	1
4.3	I am able to monitor my learning progress	5	4	3	2	1
4.4	I am able to identify my areas of strength and weakness	5	4	3	2	1
4.5	I appreciate when my work can be peer reviewed	5	4	3	2	1
4.6	I find both success and failure inspire me to further learning	5	4	3	2	1
4.7	I value criticism as the basis of bringing improvement to my learning	5	4	3	2	1
4.8	I monitor whether I have accomplished my learning goals	5	4	3	2	1
4.9	I check my portfolio to review my progress	5	4	3	2	1
4.10	I review and reflect on my learning activities	5	4	3	2	1
4.11	I find new learning challenging	5	4	3	2	1
4.12	I am inspired by others' success	5	4	3	2	1
4.13	Any other: ……	5	4	3	2	1

5	**Interpersonal Skills**	**Score**				
5.1	I intend to learn more about other cultures and languages I am frequently exposed to	5	4	3	2	1

5.2	I am able to identify my role within a group	5	4	3	2	1
5.3	My interaction with others helps me to develop the insight to plan for further learning	5	4	3	2	1
5.4	I make use of any opportunities I come across	5	4	3	2	1
5.5	I need to share information with others	5	4	3	2	1
5.6	I maintain good inter-personal relationships with others	5	4	3	2	1
5.7	I find it easy to work in collaboration with others	5	4	3	2	1
5.8	I am successful in communicating verbally	5	4	3	2	1
5.9	I identify the need for inter-disciplinary links for maintaining social harmony	5	4	3	2	1
5.10	I am able to express my ideas effectively in writing	5	4	3	2	1
5.11	I am able to express my views freely	5	4	3	2	1
5.12	I find it challenging to pursue learning in a culturally diverse milieu	5	4	3	2	1
5.13	Any other: ……	5	4	3	2	1

Once you have responded to all the items of the SRSSDL transfer the scores to the correct boxes below and add up your scores as in the following example.

Score	5	4	3	2	1	
Items 1.1 - 1.12	3	4	3	5	0	
Total	15	16	9	10	0	Total Score = 50

Score	5	4	3	2	1	
Items 1.1 - 1.12						
Total						**Total Score** =

Score	5	4	3	2	1	
Items 2.1 - 2.12						
Total						**Total Score** =

Score	5	4	3	2	1	
Items 3.1 - 3.12						
Total						**Total Score =**

Score	5	4	3	2	1	
Items 4.1 - 4.12						
Total						**Total Score =**

Score	5	4	3	2	1	
Items 5.1 - 5.12						
Total						**Total Score =**
Add all the Total Scores						

Check the total score with the following scoring range in order to identify your level of self- directedness in learning.

Scoring range	Level of Self-Directedness in learning	Interpretation
60 – 140	Low	Guidance is definitely needed from the teacher. Any specific changes necessary for improvement must be identified and a possible complete re-structuring of the identified and a possible complete re-structuring of the methods of learning.
141 - 220	Moderate	This is half way to becoming a self-directed learner. Areas for improvement must be identified, evaluated and a strategy adopted with teacher guidance when necessary.
221 – 300	High	This indicates effective self Directed learning. now is to maintain progress by identifying strengths and methods for consolidation of the students' effective self-directed learning.

No matter what your total score, it is essential that you pay particular attention to any individual items of the SRSSDL in which you have scored below 3 as these are the areas in which you may need to improve.

Thank you for completing the questionnaire.

Annexure - III

Students Were Evaluated Using This Tool

Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

The aim of this tool is to identify learner's levels of self-directedness in learning in higher education. Please read and encircle the most appropriate response to each statement indicating the level at which you rate yourself. Please note that your first reaction to the statement is the most accurate response; therefore do not spend too long a time on each item.

The 'any other' space is provided for you to add any other issues about self-directedness in learning you think relevant. A 'scoring sheet' is included for you to assess the level of your self-directedness in learning.

Students Name: CHARAN VARMA C.A **Register No.:** U18MB295

Response Key: 5 = Always 4 = Often 3 = Sometimes 2= Seldom 1 = Never

1	**Awareness**	**Score**

1.1	Identify my own learning needs	5	✓4	3	2	1
1.2	I am able to select the best method for my own	5✓	4	3	2	1
1.3	I consider teachers as facilitators of learning rather than providing information only	5	4✓	3	2	1
1.4	I keep up to date on different learning resources available	5✓	4	3	2	1
1.5	I am responsible for my own learning	5✓	4	3	2	1
1.6	I am responsible for identifying my areas of deficit	5✓	4	3	2	1
1.7	I am able to maintain self-motivation	5✓	4	3	2	1
1.8	I am able to plan and set my learning goals	5	4✓	3	2	1
1.9	I have a break during long periods of work	5	4✓	3	2	1
1.10	I need to keep my learning routine separate from my other commitments	5✓	4	3	2	1
1.11	I relate my experience with new information	5	✓4	3	2	1
1.12	I feel that I am learning despite not being instructed by a lecturer	5✓	4	3	2	1
1.13	Any other:	5	4	3	2	1

35 20 =55

2	Learning Strategies	Score				
2.1	I participate in group discussions	5	4	3	2	1
2.2	I find peer coaching effective	5	4	3	2	1
2.3	I find 'role play' is a useful method for complex learning	5	4	3	2	1
2.4	I find inter-active teaching-learning sessions more effective than just listening to lectures	5	4	3	2	1
2.5	I find simulation in teaching-learning useful	5	4	3	2	1
2.6	I find learning from case studies useful	5	4	3	2	1
2.7	My inner drive directs me towards further development and improvement in my learning	5	4	3	2	1
2.8	I regard problems as challenges	5	4	3	2	1
2.9	I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life	5	4	3	2	1
2.10	I find concept mapping is an effective method of learning	5	4	3	2	1
2.11	I find modern educational interactive technology enhances my learning process	5	4	3	2	1
2.12	I am able to decide my own learning strategy	5	4	3	2	1
2.13	Any other:	5	4	3	2	1

35 20 55

3	Learning Activities	Score				
3.1	I rehearse and revise new lessons	5	4	3	2	1
3.2	I identify the important points when reading a chapter or an article	5	4	3	2	1
3.3	I use concept mapping/outlining as a useful method of comprehending a wide range of information	5	4	3	2	1
3.4	I am able to use information technology effectively	5	4	3	2	1
3.5	My concentration intensifies and I become more attentive when I read a complex study content	5	4	3	2	1
3.6	I keep annotated notes or a summary of all my ideas, reflections and new learning	5	4	3	2	1

15 12 27

3.7	I enjoy exploring information beyond the prescribed course objectives	5	4	3	2	1
3.8	I am able to relate knowledge with practice	5	4	3	2	1
3.9	I raise relevant question(s) in teaching- learning sessions	5	4	3	2	1
3.10	I am able to analyse and critically reflect on new ideas, information or any learning experiences	5	4	3	2	1
3.11	I keep an open mind to others' point of view	5	4	3	2	1
3.12	I prefer to take any break in between any learning task	5	4	3	2	1
3.13	Any other:	5	4	3	2	1

20 12 32

4	Evaluation	Score				
4.1	I self-assess before I get feedback from instructors	5	4	3	2	1
4.2	I identify the areas for further development in whatever I have accomplished	5	4	3	2	1
4.3	I am able to monitor my learning progress	5	4	3	2	1
4.4	I am able to identify my areas of strength and weakness	5	4	3	2	1
4.5	I appreciate when my work can be peer reviewed	5	4	3	2	1
4.6	I find both success and failure inspire me to further learning	5	4	3	2	1
4.7	I value criticism as the basis of bringing improvement to my learning	5	4	3	2	1
4.8	I monitor whether I have accomplished my learning goals	5	4	3	2	1
4.9	I check my portfolio to review my progress	5	4	3	2	1
4.10	I review and reflect on my learning activities	5	4	3	2	1
4.11	I find new learning challenging	5	4	3	2	1
4.12	I am inspired by others' success	5	4	3	2	1
4.13	Any other:	5	4	3	2	1

55 8 =63

5	Interpersonal Skills	Score				
5.1	I intend to learn more about other cultures and languages I am frequently exposed to	5	4	3	2	1

5

5.2	I am able to identify my role within a group	5	4	3	2	1
5.3	My interaction with others helps me to develop the insight to plan for further learning	5	4	3	2	1
5.4	I make use of any opportunities I come across	5	4	3	2	1
5.5	I need to share information with others	5	4	3	2	1
5.6	I maintain good inter-personal relationships with others	5	4	3	2	1
5.7	I find it easy to work in collaboration with others	5	4	3	2	1
5.8	I am successful in communicating verbally	5	4	3	2	1
5.9	I identify the need for inter-disciplinary links for maintaining social harmony	5	4	3	2	1
5.10	I am able to express my ideas effectively in writing	5	4	3	2	1
5.11	I am able to express my views freely	5	4	3	2	1
5.12	I find it challenging to pursue learning in a culturally diverse milieu	5	4	3	2	1
5.13	Any other:	5	4	3	2	1

30 16 =46

4+5=51

Once you have responded to all the items of the SRSSDL transfer the scores to the correct boxes below and add up your scores as in the following example.

Score	5	4	3	2	1	
Items 1.1 - 1.12	3	4	3	5	0	55
Total	15	16	9	10	0	Total Score = 50

Score	5	4	3	2	1	
Items 1.1 - 1.12						55
Total						**Total Score =**

Score	5	4	3	2	1	
Items 2.1 - 2.12						55
Total						**Total Score =**

Score	5	4	3	2	1	
Items 3.1 - 3.12						32
Total						**Total Score =**

Score	5	4	3	2	1	
Items 4.1 - 4.12						63
Total						**Total Score =**

Score	5	4	3	2	1	
Items 5.1 - 5.12						46
Total						**Total Score =**
Add all the Total Scores						306

Check the total score with the following scoring range in order to identify your level of self- directedness in learning.

Scoring range	**Level of Self-Directedness in learning**	**Interpretation**
60 – 140	Low	Guidance is definitely needed from the teacher. Any specific changes necessary for improvement must be identified and a possible complete re-structuring of the identified and a possible complete re-structuring of the methods of learning.
141 - 220	Moderate	This is half way to becoming a self-directed learner. Areas for improvement must be identified, evaluated and a strategy adopted with teacher guidance when necessary.
221 – 300 306	High	This indicates effective self Directed learning. now is to maintain progress by identifying strengths and methods for consolidation of the students' effective self-directed learning.

No matter what your total score, it is essential that you pay particular attention to any individual items of the SRSSDL in which you have scored below 3 as these are the areas in which you may need to improve.

Thank you for completing the questionnaire.

Evaluated by

Dr. G. JAYALAKSHMI
COURSE COORDINATOR

Annexure- V

Student Feedback Form

Course Name: **Self Directed Learning and its Implication**

Subject Code: MIC14

Name of Student: _____ Roll No.: _____

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Feedback Form
FIVE POINT LIKERT SCALE

1. All the Sessions covered all the competencies like knowledge, analysis, training, practical Demonstration, Performance skill on your own and all other aspects related to overall global skills.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

2. The content, method of delivery and ambience in the lecture session will help you to develop an overall performer?

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

3. The components of Self-learning skills like *Collaboration, Application and Metacognition* were can be implemented was done with clarity and made you to understand thoroughly.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

4. This Methodology of SDL method made you to understand all aspects of SDL skill for implementation of self learning and carrier development thoroughly.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

5. You really feel that this method is good and definitely will increase in the self-confidence?

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

6. This SDL course is comprehensive in developing all competencies.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

7. Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool was useful in self assessment.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

8. This method of assessment is Transparent?

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

9. You were given direction to analyze your mistakes and rectify in future form the Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

10. Though it is elaborate and time consuming we can apply in future?

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

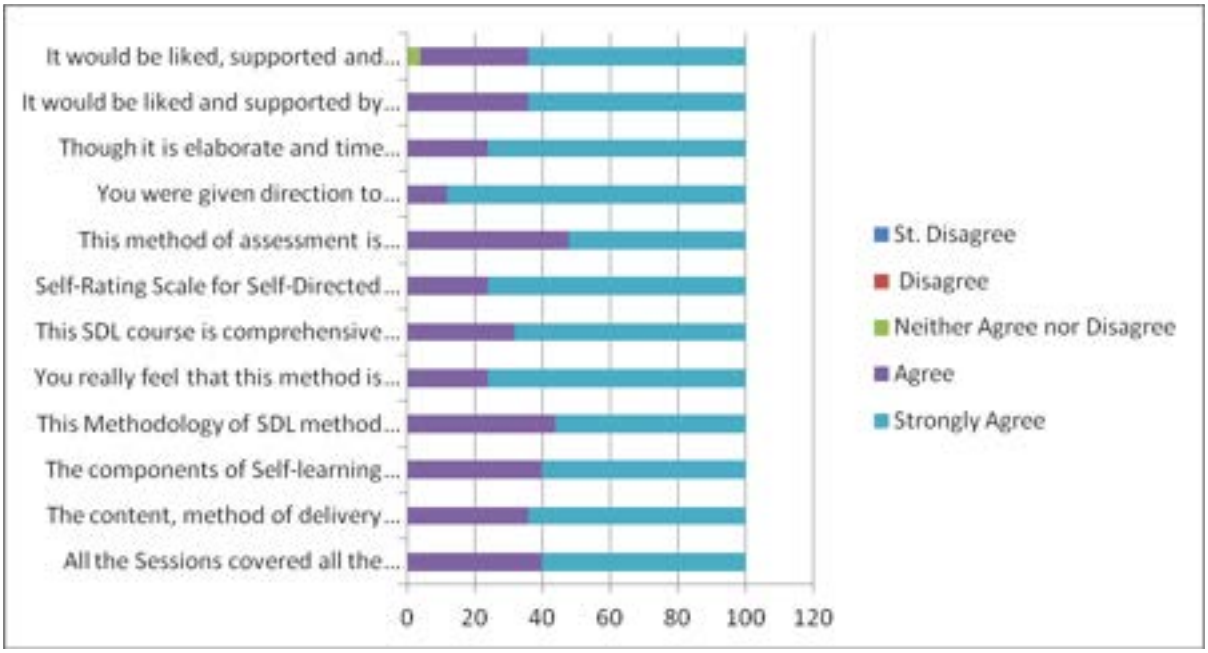
11. It would be liked and supported by you to have such comprehensive competency testing assessment methods in future?

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

12. It would be liked, supported and strongly recommended by you in future.

1, Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

Signature of the Students:
Date:


It would be liked, supported and...
It would be liked and supported by...
Though it is elaborate and time...
You were given direction to...
This method of assessment is...
Self-Rating Scale for Self-Directed...
This SDL course is comprehensive...
You really feel that this method is...
This Methodology of SDL method...
The components of Self-learning...
The content, method of delivery...
All the Sessions covered all the...
0
20
40
60
80
100
120
St. Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

Student Feedback Form

Course Name: **Self Directed Learning and its Implication**

Subject Code: MIC14

Name of Student: D HISHVANTH DEEPAK. AN Roll No.: U18MB283

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Feedback Form
FIVE POINT LIKERT SCALE

1. All the Sessions covered all the competencies like knowledge, analysis, training, practical Demonstration, Performance skill on your own and all other aspects related to overall global skills.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

2. The content, method of delivery and ambience in the lecture session will help you to develop an overall performer?

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

3. The components of Self-learning skills like *Collaboration, Application and Metacognition* were can be implemented was done with clarity and made you to understand thoroughly.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

4. This Methodology of SDL method made you to understand all aspects of SDL skill for implementation of self learning and carrier development thoroughly.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

5. You really feel that this method is good and definitely will increase in the self-confidence?

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

6. This SDL course is comprehensive in developing all competencies.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

7. Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool was useful in self assessment.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

8. This method of assessment is Transparent?

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

9. You were given direction to analyze your mistakes and rectify in future form the Self-Rating Scale for Self-Directed Learning (SRSSDL) Tool

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

10. Though it is elaborate and time consuming we can apply in future?

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

11. It would be liked and supported by you to have such comprehensive competency testing assessment methods in future?

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

12. It would be liked, supported and strongly recommended by you in future.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

Signature of the Students: Dhivyadharshini.

Date: 28/10/2019

Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research

(Deemed to be University under section 3 of the UGC Act 1956)

CERTIFICATE OF MERIT

This is to certify that DHISHVANTH DHEEPAK A.N has actively participated in the Value Added Course on **Self Directed Learning and its Implications** held during October 2019 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr.G. Jayalakshmi

RESOURCE PERSON

Dr. G. JAYALAKSHMI, BSC.,MBBS.,DTCD.,M.D.
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
Villianur Commune Puducherry-605 502.

Dr.G. Jayalakshmi

COORDINATOR

Dr. G. JAYALAKSHMI, BSC.,MBBS.,DTCD.,M.D.
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
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