

ICoME Abstract Submission

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Author:

Tomomi Takabayashi

Additional author(s):

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Title:

Seven elements of self-directed learning for college students: From the literature review

Abstract:

Self-directed learning is seen as an ideal learning style now that learner-centered approach has spread over the world. This study focuses on the elements that establish the self-directed learning for university students so that the study can develop a new definition of self-directed learners.

Based on the literature review not only in education but also in psychology, sociology, and communication studies, this study classifies the elements of self-directed learning. Seven elements with the evidence from previous studies are as follow; self-monitoring, appropriate media choice and use, motivation management, critical thinking, strategies for communicative attitude, habituation of learning, social resources. This classification enables the definition of self-directed learners to have levels. Ideal learners should cover all elements, and some learners who have some of the seven are sorted as the beginner.

The weight of each seven elements for the effective outcome of college learning is also an important topic. This presentation also tries to share the hypothesis from the literature and the plan of the subsequent research that reveals the relationship between outcome and the seven elements using the structural equation modeling, in addition to detailed explanation and examples of the seven elements of self-directed learning.

Keywords:

self-directed learning, learner typology, teacher-learner communication, higher education, literature review,