Tech 101-A Self Awareness
Module 1: Self-Directed Learning
The Four Step Process

1. Being Ready to Learn:
   Signs of Readiness to Learn are:
   - Being autonomous
   - Organized
   - Self-disciplined
   - Able to communicate effectively

2. Setting Learning Goals:
   To set goals, students may be asked to create a learning contract which:
   - Sets goals for the unit of study
   - Structures and sequences activities
   - Sets a timeline for completion of activities
   - Gives details about resources materials for each goal
   - Gives details about grading procedures
   - Has a section for advising faculty member feedback and evaluation as each goal is completed
   - Creates a plan for regular meetings with the advising faculty member and other unit policies, such as work turned in late
   - Creates a plan for regular meetings with the advising faculty member and other unit policies, such as work turned in late, etc.
   - Etc.

   Once the contracts are created (first day of class) they should be assessed but the course instructor. What could go wrong with the goals set out in the contract? Is there too much work or too little work? Is the timeline reasonable.

3. Engaging in the Learning Process:
   Students must understand themselves as learners. They need to reflect on:
   - What are my needs? Re: Instructional Methods.
   - What is my learning style? How do I learn best?

   Students also need to understand their approach to studying.
   Deep approach:
   - Understand ideas for yourself
   - Be able to apply knowledge to a new situation and use novel examples to explain a concept
   - Learn major than is required for unit completion
   - This approach is best for the self-directed learner

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Surface Approach:
- Involves reproducing
- Cope with unit requirements
- Learn only what is required to complete unit in good standing
- Tend to regurgitate examples and explanations used in readings

Strategic Approach:
- Involves organizing
- To achieved the highest possible grades
- Learn what is required to pass exams
- Memorize facts as given in lecture
- Spend much time practicing from past exams
- Most concerned with whether material will appear on exam

4. Evaluating Learning (is a must!)
- Engage in self-refection & self-evaluation of learning goals and progress in a unit of study
- Regularly consult with the advising faculty member
- Engage in self-validation of achievements

Evaluation 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

Student's Role:
- Do self-assessment of reading to learn
- Define learning goals and develop learning contract
- Do self-assessment and monitoring of learning process
- Take initiative for all stages of learning process—need to motivate selves
- Re-evaluate and alter goals as required during unit of study
- Consult with instructor as required

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Instructor Roles:

- Build a cooperative learning environment
- Help to motivate and direct the students learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate and during learning process
- Serve as an advisor rather than formal instructor

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