

20

Self-perception of your self-directed learning

A questionnaire to create awareness of your learning process



Aims

- Creating self-awareness in the competence of directing your own learning



Group

- Any



Needs

- Questionnaire for every participant



Time

- 60 mins



Step by step

Explain to the participants that the competence of directing your own learning has been analysed and described in many different ways. They will get a piece of paper describing the main characteristics of a self-directed learner. They are asked to take twenty minutes to look at them and to reflect individually on how they see themselves in relation to those characteristics.

After this self-reflection time, ask them to get into pairs to talk about what they have discovered (20 minutes). Round off with the final debriefing in the whole group (20 - 30 minutes).



Debriefing

For the pairs:

- How was it to reflect on this?
- Did it give you a new perspective on your learning? How?
- Do you see for yourself what you want to work on now?

For the whole group:

- What surprised you, what do you consider remarkable?
- Do you agree with those characteristics?
- What do you see as the biggest challenge towards becoming a self-directed learner?



L2L - Competences to be a self-directed learner

An invitation to reflect!

Here is a list of competences needed to direct your own learning. Read them and reflect for yourself. Do you feel you have these competences, or part of them, which ones do you think you still have to develop?

Take your time and use the spaces in between to make your notes.

- Understanding of myself as an independent and self-directed learner.
- Knowing myself as a learner (how do i learn best).
- An ability to relate to peers in seeking and providing help regarding to learning activities.
- The ability to diagnose my own learning needs.
- The ability to translate learning needs into learning goals, plans, and activities.
- The ability to relate to teachers/trainers as helpers or facilitators and take initiative in making use of their expertise.
- The ability to identify human and material resources appropriate to different learning needs and goals.
- The ability to collect and validate evidence regarding the accomplishment of my learning objectives.