



G. Self Directed Learning & Heutagogy

'Self-directed learning' describes a process by which individuals take the initiative (with or without assistance), in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes - Knowles, 1975.

Heutagogy: Management of self-managed learners.

Objectives:

To promote life-long learning using one's own pace, location and content.

Features:

The faculty shall introduce self directed learning to the undergraduate students from Phase I itself by using a four step process:

- a. Analyse if the learner is ready for SDL? Check the learner's study habits and support network.
- b. Plan a learning contract: Set goal, plan sequence, timeline and resources, frequency of feedbacks and meetings.
- c. Learner shall engage in SDL using 'deep learning approach', choosing resources to suit his/her preferential learning styles, based on his/her learning needs.
- d. Evaluate learning using reflections, guided self evaluation, self-validation and feedback.

Faculty members shall emphasise the need for self-motivation, self-management, self-modification and self-monitoring to the students.

Facilitator shall act as a consultant / advisor / delegator instead of being an instructor.

Students shall be encouraged to use any form of learning resources that suits their need and style, e.g. hardcopy (books, audio cassettes, CDs, DVD, magazines, etc.), digital (videos, open online courses, e-books, audio recordings, etc.), experiential (projects, dissertations, internships, etc.), support groups, self-help groups, open University programs, conferences, talk-shows, seminars, continued medical education (CME) sessions, etc.