

https://dspace.org/

Facilitating the development of self-directed learning skills in information systems students.

Benvenuti, Susan Ann

2013-01-07
http://hdl.handle.net/10539/12248

Downloaded from a DSpace repository. https://dspace.org/

FACILITATING THE DEVELOPMENT OF SELF-DIRECTED LEARNING SKILLS IN INFORMATION SYSTEMS STUDENTS

Susan Benvenuti

ABSTRACT

Accelerating technological and social innovation drives the need for graduates ready for self-directed lifelong learning. Self-directed learning (SDL) projects are now an integral part of many formal undergraduate programs across the disciplines.

A Personal Development Portfolio (PDP) based on Grow's Iterative Staged Self-directed Learning Model was introduced into a second year Information Systems course to raise awareness of the need for SDL and enable students to drive their own learning. The study evaluates the success of the PDP in preparing graduates as self-directed lifelong learners. Students' reflective writing and learning journals, together with submitted portfolio work was taken as evidence of success and difficulties.

Resistance often accompanies the changes introduced by SDL. This research therefore also explores the potential for business change management principles in mediating change to the educational environment.

Student engagement with SDL was found to be accomplished with mixed success; most students demonstrated initial resistance, while many developed into focused reflective learners over time. While students were able to define appropriate learning goals and reflect on progress and achievement, mixed ability in specifying resources, strategies and validation to support their learning was found. Creating change readiness through messaging, cooperative SDL and using adapted change management models were of use in refining the SDL process.

KEYWORDS: Self-directed Learning, Lifelong Learning, Personal Development Portfolios, Reflective Writing, Learning Journals, Change Management.