Self-directed Learning Readiness: Teaching and Learning in Agriculture Education

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Self-directed Learning

The individual who is highly self-directed in his or her learning is **proactive, self-initiating, resourceful** – someone who **takes the responsibility for learning** (Guglielmino, 2008, 2013).

WHY?

Research over the last 10 years has shown that K-12 students learn differently now than they did in the past (Ahlfeld, 2010; Baylor & Ritchie, 2002; Kopcha, 2010; Mandell, Sorge & Russell, 2002).

One solution for improving teaching and learning is to encourage self-directed learning among teachers (Manning, 2007).

Self-directed learning offers teachers the opportunity of being in charge of their own learning and addressing their own professional needs and interests (Manning, 2007). Professional learning is critical to improving teaching and learning.

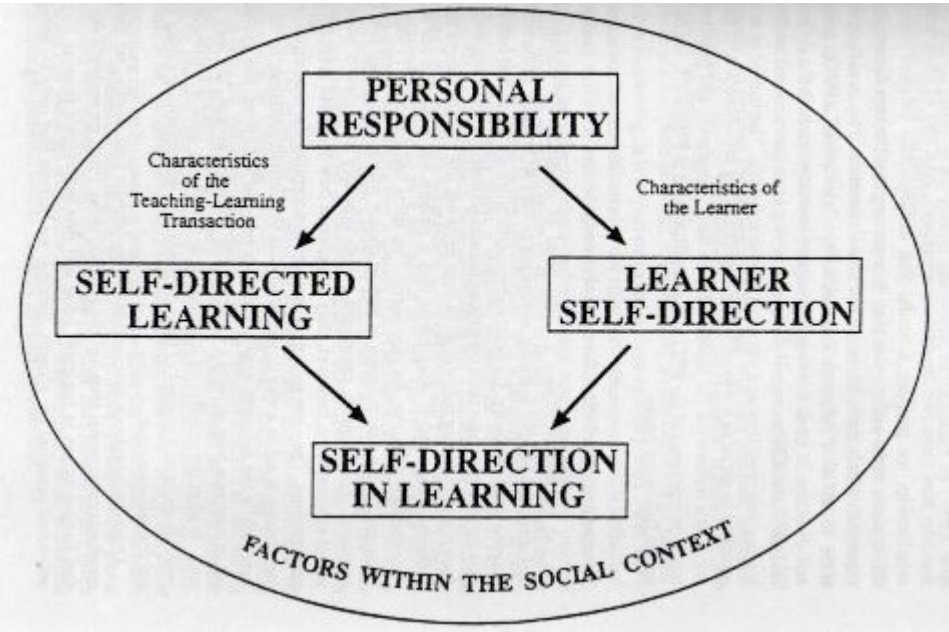
Objectives

1. Determine the Self-Directed Learning Readiness of Pennsylvania Agricultural Educators.

Conceptual Framework

Framework for understanding self-direction in adult learning

The "Personal Responsibility Orientation" (PRO) Model



(Brockett & Hiemstra, 1991, p. 25, Fig. 2.1)

Methods Overview

- Census of Pennsylvania secondary agriculture teachers
  - N= 255; n=171
  - Response Rate = 67%

Methods Overview

The Self-Directed Learning Readiness Scale (SDLRS)

- Guglielmino developed the Self-Directed Learning Readiness Scale (SDLRS), an instrument subsequently used by many researchers to measure self-directed readiness or to compare various self-directed learning aspects with numerous characteristics.
- Self-Directed Learning Readiness Scale (SDLRS) is a 58 item Likert scale that measures if an adult is ready to accept responsibility for his or her own learning activities (Owen, 2002).

Results & Findings

Findings evidenced a range of Self-directed Learning Readiness scores of the teachers. While the group mean was a score of 229.59, a slightly above average score, the scores ranged from a minimum score of 176 (below average) to a maximum score of 273 (above average).

Group statistics	
Mean	229.59
Variance	395.84
Standard deviation	19.9
Standard error	1.85
Skewness	-0.24
Kurtosis	0.07
Minimum	176
Maximum	273
Range	97
No. of complete assessments:	116
No. of incomplete assessments:	1

Discussion

Professional learning is critical to improving teaching and learning. For students to improve, *teachers must engage in timely and targeted professional training*.

Teachers, as leaders in their classrooms and individuals whose jobs involve a high degree of change and require creativity and problem-solving, would be expected to have SDLRS scores in the high range, and that has been documented in research.

Discussion

At its best, teaching aims to achieve at least two essential goals for students: to (a) increase knowledge with respect to particular content and (b) develop skills that will serve students well, even beyond the content of a specific course.

Faculty conduct classroom experiment designed to assess student performance with respect to the second goal of skill acquisition, specifically the skill of self-directed learning (SDL)

Questions?

Thank you!