32nd International Self-Directed Learning Symposium

Cocoa Beach, Florida, USA
February 7 - February 10, 2018

Presented by
The International Society for Self-Directed Learning
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32\textsuperscript{nd} International Self-Directed Learning Symposium  
Cocoa Beach, Florida, USA  
February 7 - February 10, 2018  
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Registration and Social Events  

\textit{Tuesday, Feb. 6}  
4:00-6:00 p.m. Symposium Registration ................................................................. Marriott Lobby  
4:00 p.m. New Attendees Orientation ................................................................. Lobby Area  

\textit{Wednesday, Feb. 7}  
8:30-9:00 a.m. Registration .................................................................................. Marriott Lobby  
8:30-9:00 a.m. Coffee, and Conversation ......................................................... Marriott Atrium  
5:30-6:30 p.m. Marriott Manager’s Reception ................................................. Bistro and Firepit Terrace  

\textit{Thursday, Feb. 8}  
8:30-9:00 a.m. Registration .................................................................................. Marriott Atrium  
8:30-9:00 a.m. Coffee, Conversation, and Silent Auction Bids ................. Marriott Atrium  
4:30-5:30 p.m. Poster Sessions ........................................................................... Jupiter  
5:30-8:00 p.m. Symposium Awards Dinner .........................................................  

Casual dress. Free for registered attendees. See Registration Desk for Guest tickets.  

\textit{Friday, Feb. 9}  
8:30-9:00 a.m. Registration .................................................................................. Marriott Atrium  
8:30-9:00 a.m. Coffee and Conversation .......................................................... Marriott Atrium  

Symposium books and copies of the \textit{International Journal for Self-Directed Learning} will be available for purchase in the Atrium area.
**SPECIAL GUESTS**

**Steven Zipkes** is an award-winning innovator using problem-based learning, technology, and dedicated SDL time to transform educational institutions at all levels, K-University. He assists in restructuring systems to provide independent, self-directed learning opportunities and 21st century skills. Zipkes is the Founding Principal of Cedars International Next Generation High School and former Founding Principal of Manor New Technology High in Texas, both award-winning schools. His design of a completely Project Based Learning public high school that focuses on STEM curriculum and 21st century essential skills has been recognized globally. Schools such as The University of Texas, The University of Miami Ohio, Sam Houston State University and K12 schools in the US, Australia, Mexico, and China have benefited from his experience, collaborative approach, and expertise in educational design and implementation. One of Mr. Zipkes’ greatest professional honors was a visit to Manor New Tech by the President of the United States, Barak Obama, who praised the successful PBL STEM practices and the positive impact the school’s design had on student achievement. This school is noted as a National Model for High School Redesign as highlighted in the $300 Million Race to the Top Proposal. Zipkes was awarded the National STEM Visionary Award in 2014 by the International Association for STEM Leaders. He has presented at the Achievement Gap Initiative at Harvard University in recognition of the success of his educational design model. Among many other awards, he was named an Apple Distinguished Educator in 2011. He is currently president of Advanced Reasoning In Education: Think Global PBL Academies and founding principal of Cedars Academy Next Generation High School at Highland Campus in Austin, Texas.

**Kathleen deLaskis** founded the Education Design Lab after eight years on the Board of Virginia’s largest public university, George Mason. A social entrepreneur, she has launched or co-launched four non-profits in the past two decades, all related to improving the quality of education for non-elite students. With the Lab, she saw the need for a non-profit to help learning institutions and other players design education toward the future of a fast changing world. As the Lab has supported some 75 universities, as well as employers, high schools, foundations and government in their innovation design work, Kathleen has been asked to share learnings, prototypes and ideas about the broken pipeline, 21st century skills and the learner-driven revolution around the world. In addition, Kathleen serves as the president of the deLaskis Family Foundation, a leading grantmaker in education reform and new pathways to the middle class. She founded and serves as board chair for EdFuel, a national non-profit working to build a diverse talent leadership pipeline for K-12 education. Previously, Kathleen created Sallie Mae’s award-winning college access foundation, co-founded Building Hope, a charter school facilities financing non-profit and helped Michelle Rhee create StudentsFirst, a national advocacy movement to improve school options and quality.

As Education Design Lab’s Higher Ed ReDesigner, **Don Fraser** connects higher education institutions with entrepreneurial start-ups to design new education models for student success, lifelong learning, and workforce readiness. Don leads design challenges, design challenge cohorts, and delivers other Lab projects targeting new higher ed models. He is currently leading the Lab’s work on 21st century skills digital badging. Don is a nationally recognized expert in postsecondary planning and college success. He acutely understands of the student experience, as well as ways in which schools can develop innovative programs in order to foster student success, especially for those from historically underrepresented populations. Don founded CollegeSnaps, a Washington, D.C. based education technology startup company. He also served as the Director of Education for the National Association for College Admission Counseling (NACAC). Don brings his roots in psychology and school counseling and history of transforming student perspectives and needs into action to the Lab’s design thinking-driven process. Don received his B.A. in Psychology from Boston College and his Master’s of Education in School Psychology from the University of Massachusetts, where he is also working on his Doctorate in Leadership in Urban Schools. He makes a point of maintaining his connection to students.

*General Sessions in Mars and Mercury. Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn.*
TUESDAY, FEBRUARY 6, 2018

4:00-6:00 EARLY REGISTRATION IN THE CONFERENCE AREA

WEDNESDAY, FEBRUARY 7, 2018

8:30-9:00 REGISTRATION, COFFEE, and CONVERSATION

9:00-10:30 OPENING GENERAL SESSION

Welcome and Introductions
Lucy Guglielmino, Board Chair, International Society for Self-Directed Learning
Naomi Boyer, Board Treasurer and Symposium Co-Chair

Transformation Needed: Can You Spare Some Change?
Steven Zipkes, President, Advanced Reasoning in Education
Introduced by Peter L. Zsiga, St. Lucie County Schools

Silent Auction Announcements
Kelly McCarthy, University of South Florida
JoAnne Larsen, University of South Florida (retired)

10:30-10:45 BREAK

10:45-11:30 CONCURRENT SESSIONS I

A. Perspective on the Assumptions of First-generation Students Enrolled in Distance Education Courses
   Patricia Delgado and Gus Roque, Florida International University
   Reactor: Shelley Payne

B. African-American Leaders in the Field of Science: A Template for Overcoming Obstacles
   Waweise Schmidt and Valerie Bryan, Florida Atlantic University
   Reactor: Lucy Guglielmino

11:30-1:30 LUNCH (ON YOUR OWN)

1:00-2:00 GENERAL SESSION

Part I: Lincoln as Learner
Part II: Other Highly Self-Directed Leaders
Mary Brockett, Ralph Brockett and others

2:00-2:15 BREAK
2:15- 3:00 CONCURRENT SESSIONS II

A. Creative Inquiry: Self-directed Learning for High School Students
   David Gresham, California Institute of Integral Studies
   Reactor: Kevin Currie-Knight

B. Self-directed Learning for Students With Disabilities in an Institute of Higher Education
   Amanda Giust and Thomas G. Reio, Jr, Florida International University
   Reactor: Lila Holt

C. Beyond the Taboo: Do Women Engage in Self-directed Learning to Inform Themselves about Menopause?
   Jamie J. Cooper, University of South Florida
   Reactor: JoAnne Larsen

3:00-3:15 BREAK

3:15-4:00 CONCURRENT SESSIONS III

A. Self-directed Learning and the Online Learning Environment in Higher Education
   Shernette Dunn, Florida Atlantic University
   Reactor: Naomi Boyer

B. Foxfire: An Experiment in Student-centered Learning
   Robert C. Donaghy, University of Tennessee, Knoxville
   Reactor: Tina Ruybalid

4:00-4:15 BREAK

4:15-5:00 CONCURRENT SESSIONS IV

A. Self-directed Learning Ability of the Students in Ho Chi Minh City University of Technology and Education Vietnam – Reality and Development Direction
   Truong Minh Tri and Bui Van Hong, HCMC University of Technology and Education Vietnam
   Reactor: Ralph Brockett

B. Self-directed Learning: A Potential Predictor for Technology Integration among K-12 Teachers
   Julia Kirk, Lincoln Memorial University
   Reactor: Susan Wagner

C. Finishing a Verbal Judo Lesson With a Self-directed Application
   John Fallon, Rhodes State College
   Reactor: Chris Hamstra

5:30-6:30 MARRIOTT MANAGER’S RECEPTION--BISTRO AND FIREPIT TERRACE

THURSDAY, FEBRUARY 8, 2018

8:30-9:00 COFFEE, CONVERSATION, AND SILENT AUCTION BIDS

9:00- 10:45 GENERAL SESSION

How Can We Determine Self-Efficacy Through Self-Directed Learning?
   Kathleen deLaskis and Don Fraser, Education Design Lab, Washington, D.C.
   Facilitator: Naomi Boyer

10:45-11:15 BREAK

*General Sessions in Mars and Mercury. Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn.
11:15-12:00 CONCURRENT SESSIONS V

A. *Proposed Usage of SDL in Human Resource Development*
   Ramona T. Sharpe, American University
   Reactor: Jamie Cooper

B. *Implementing Self-directed Learning Using Social Context Framework*
   Mitsunori Misawa and David A. Willis, University of Tennessee, Knoxville
   Reactor: Mike Ponton

C. *Flying Faculty: Unpacking a Case for Autonomous Learning*
   Chris Hamstra, Davenport University
   Reactor: Kathy Peno

12:00-1:30 LUNCH (ON YOUR OWN)

1:30-2:15 CONCURRENT SESSIONS VI

A. *Self-efficacy in Autonomous Learning: A Preliminary Study of Full Professors*
   Michael K. Ponton, Regent University
   Reactor: Julia Kirk

B. *The Self-directed Learning Practices of Elementary Teachers*
   Susan R. Wagner, Lincoln Memorial University
   Reactor: Jamie J. Cooper

C. *Development of the Self-directed Learning for Exercise Scale*
   Tim Piper, Western Illinois University
   Reactor: Shernette Dunn

2:15-2:30 BREAK

2:30-3:15 CONCURRENT SESSIONS VII

A. *Measuring HRD Graduate Online Student Perceptions, Attitudes, and Reflections in a New Course Redesign Toward Self-direction*
   Vicki Dieffenderfer, University of Arkansas
   Reactor: Patricia Delgado

B. *The Relationship Between Self-directed Learning Readiness Scale (SDLRS) and Online Learning Readiness Scale (OLRS)*
   Muhittin Cavusoglu and Waynne James, University of South Florida
   Cihan Cobanoglu, University of South Florida Sarasota-Manatee
   Reactor: Gus Roque

4:30-5:30 POSTER SESSIONS

- *Benjamin Franklin, the Original American Self-Directed Learner: How to Use his “Plan for Attaining Moral Perfection”*
  Bradley Bowers, Barry University

- *Learning Preferences of Exercisers Based Upon the Education Resource Assessment (ERA)*
  Tim Piper, Western Illinois University

- *Self-directed Learning Preferences of Graduate Students Versus Undergraduate Students*
  Melody Willoughby and Patty Delgado, Florida International University

- *Understanding the Needs of Nontraditional First Year College Students to Better Serve Them*
  Alison Collman, Florida Atlantic University

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*General Sessions in Mars and Mercury. Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn.*
• Improving Undergraduate Student Self-Directed Learning Skills by Partnering with Academic Coaches in the Learning Center
  Elizabeth Fallon, University of Toledo

5:30-8:00 SYMPOSIUM AWARDS DINNER HONORING DR. PETER JARVIS, DR. RICHARD DURR, AND DR. HUEY LONG
Free to registered attendees; guest tickets available. Casual dress.

FRIDAY, FEBRUARY 9, 2018

8:30-9:00 COFFEE AND CONVERSATION

9:00-10:15 GENERAL SESSION
Transformational Learning: Using Technology to Teach, Motivate, and Retain Online Learners
  Shelley Payne, Otterbein University
  Reactor: Naomi Boyer

10:15-10:30 BREAK

10:30-11:15 CONCURRENT SESSIONS VIII
A. Developing Faculty in Their Role as Mentors for Graduate Student Self-direction
  Kathy Peno, University of Rhode Island
  Rita Kenahan, DePuy Synthes
  Elaine Silva Mangiante, Salve Regina University
  Reactor: Valerie Bryan

B. Self-Directed Learning Within the Framework of Global Learn Day
  Terrence Redding, OnLine Training, Inc
  Mary Elizabeth Fabian, OnLine Training, Inc
  Reactor: David Willis

C. When Students Direct Their Learning: A Description and Analysis of a Student-centered/Project-based Undergraduate Course in Teacher Education
  Kevin Currie-Knight, East Carolina University
  Reactor: Tim Piper

11:15-11:30 BREAK

11:30-12:15 CONCURRENT SESSIONS IX
A. Self-directed Learning and Educator PD – The Lesson Study Solution
  Tina Ruybalid, Learning and Development Specialist, IBM/Office Depot K-12
  Reactor: Peter Zsiga

B. Self-directed Learners in Elementary School
  Angela K. Smith, Oklahoma City Public School System
  Reactor: Bob Donaghy

12:15-12:35 FEEDBACK AND PLANNING SESSION IN MERCURY AND SATURN

12:45-1:45 BOARD OF DIRECTORS MEETING

SATURDAY, FEBRUARY 19, 2018

9:00-12:00 RESEARCH AND PLANNING GROUPS

*General Sessions in Mars and Mercury. Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn.
THANKS TO

Our Volunteers:
- **Conference Steering Committee Co-Chairs:** Lucy Guglielmino and Naomi Boyer
- **Conference Steering Committee Members:** Ralph Brockett, Terry Redding, Pete Zsiga
- **Conference Proposal Review Committee:** Ralph Brockett, Bob Bulik, Pete Zsiga
- **Conference Registration:** Naomi Boyer
- **Marketing Committee:** Bob Bulik, Pete Zsiga, Terry Redding
- **Web Design and Posting:** Richard Durr*, Lila Holt, Terry Redding, and OnLine Training Staff
- **Corporate Compliance Consultant:** Pete Zsiga
- **Silent Auction Chairs:** JoAnne Larsen, Kelly McCarthy
- **Photography:** Bob Donaghy
- **Program Layout:** Lucy Guglielmino, Muhittin Cavusoglu
- **Student Scholarship Selection Committee:** Ralph Brockett, Pete Zsiga, Terry Redding, JoAnne Larsen, Mike Ponton
- **Symposium Technology Assistance Committee:** Pete Zsiga and Lila Holt
- **Community Volunteers:** Diane Miller and Marolyn Phillips (Naomi’s Mom and aunt who help us with registration!)

Our Major Donors:
- **Huey B. Long**—donor of books, CDs and artwork to the Society
- **Gretchen Burch**—donor of DVD of Peter Jarvis interview

The wonderful Marriott staff, who have been so gracious and helpful!

Our Institutional Sponsors:

Florida Atlantic University, institutional support for the Society, the Journal and the Symposium

Polk State College, institutional support for the Society and the Symposium
GENERAL SESSION ABSTRACTS

Can You Spare Some Change? What Happens Here Changes the World
Steven Zipkes, President, Advanced Reasoning in Education

Educational transformation is daunting, and altering your pedagogy can be overwhelming. At times, it can be difficult to see the benefit of changing your practice. As Founding Principal of Cedars International Next Generation High School, President of Advanced Reasoning In Education (ARIE) and former Founding Principal of Manor New Technology High School, I am helping K12 schools and Universities around the world transform their schools, systems, teaching and leadership practices to meet the needs of today’s learners. Schools such as The University of Texas, The University of Miami Ohio, Sam Houston State University (and K12 schools in the US, Australia, Mexico, and China) have benefited from my experience, collaborative approach, and ARIE’s Think Global PBL Academies. Together, we restructure systems to provide independent, self-directed learning opportunities and 21st century skills. This session will provide some models and strategies for creating effective change by building student self-direction.

Part I: Lincoln as Learner
Part II: Other Highly Self-Directed Leaders
Mary Brockett and Ralph Brockett and others

There is much to be learned from the lives of others. A multitude of books and articles are published every year about Abraham Lincoln, and many of these address aspects of him as a learner. However, there is a gap in connecting Lincoln’s approach to learning to current work in the area of self-directed learning. This study examines three examples of times when Lincoln demonstrated a high level of self-direction as a learner. In his early years, he developed a sense of curiosity and began to develop the tools that would serve him well as an adult. During Lincoln’s years practicing law, he essentially taught himself the law and used his self-directedness to solve legal problems both as a lawyer and as a judge. Finally, we examine Lincoln’s presidency with particular emphasis on how he taught himself about military strategy in order to lead the country during its greatest national crisis. Lincoln’s development as a self-directed learner served him well, as he became President and almost immediately faced the largest crisis in U.S. history. In order to place these stories into a context of what is known about self-directed learning, we use Hiemstra and Brockett’s Person, Process, Context (PPC) model to demonstrate that much of Lincoln’s success as a leader was associated with what we think of today as self-directed learning.

How Can We Determine Self-Efficacy Through Self-Directed Learning?
Kathleen deLaskis and Don Fraser, Education Design Lab, Washington, D.C.

The Education Design Lab is a national non-profit that re-imagines, designs, and builds new student-centered models for learning institutions toward the future of work. Employers claim college graduates do not have the “21st Century skills” needed to be competitive in a global economy. Students believe they have them, but lack the ability to display them in ways that are meaningful to employers. The Lab recognizes the problem lies somewhere in the middle and has worked to close this gap through its international 21st Century Skills Badging Challenge. With the help of universities, employers and subject-matter experts, the Lab has created a set of digital badges or micro-credentials that allow students to learn about, reflect upon and practice, in authentic ways, the skills employers value (e.g., oral communication, collaboration, creative problem solving, etc.). This interactive session will showcase the Lab’s three years of work on the ground with students and employers and engage participants in the process of co-designing a “self-efficacy badge.” Participants will gain insight into the Lab’s design methodologies and 21st Century Skills badge framework, begin to construct the core components of the self-efficacy badge and brainstorm ways to measure and authentically practice self-efficacy. Those interested in pursuing pilots with students will be invited to further discussion and collaboration.

Using an E-Portfolio System to Evaluate Student Learning Outcomes, to Foster More Self-Direction Within the Curriculum and Retain Online Learners
Shelley Payne, Otterbein University

In this interactive session, participants will explore optional designs and uses of e-portfolios and consider this question: Could the use of an e-portfolio system allow students to "see" their learning goals, determine how to meet those learning goals, and evaluate learning outcomes?
A. Perspective on the Assumptions of First-generation Students Enrolled in Distance Education Courses  
   Patricia Delgado and Gus Roque, Florida International University  
   More and more, first-generation students are finding themselves enrolled in distance education courses. Do these students possess the self-directed learning qualities to succeed in the online classroom? This session will discuss this unique student population and present a new perspective on the assumptions made about them.

B. African-American Leaders in the Field of Science: A Template for Overcoming Obstacles  
   Waweise Schmidt and Valerie Bryan, Florida Atlantic University  
   This presentation discusses the results of a phenomenological multi-case study of ten historically prominent STEM professionals and interviews conducted with three current STEM professionals. The results suggested self-directed learning was a part of the personal characteristics and attributes of both historically prominent and current STEM professionals.

2:15-3:00 CONCURRENT SESSIONS II

A. Creative Inquiry: Self-directed Learning for High School Students  
   David Gresham, California Institute of Integral Studies  
   Research into learning trends indicate students are interested in taking control of their learning—what they learn, where they learn it, and from whom they learn it. “Gen-Z” and “Digital Natives” are seeking control from traditional teacher-centric pedagogies. One innovative program in a Houston high school is doing just that.

B. Self-directed Learning for Students With Disabilities in an Institute of Higher Education  
   Amanda Giust and Thomas G. Reio, Jr, Florida International University  
   Students in the United States with intellectual disabilities traditionally have fewer learning choices than their peers without disabilities (ID). This proposal highlights the importance of providing self-directed learning strategies and provides examples utilized in an inclusive postsecondary education program for students with ID in Miami, Florida.

C. Beyond the Taboo: Do Women Engage in Self-directed Learning to Inform Themselves about Menopause?  
   Jamie J. Cooper, University of South Florida  
   Although menopause is a life phase every woman living through mid-life will experience, research has shown that women frequently approach this life-phase uninformed, not knowing what to expect. We will discuss whether women are informing themselves about this inevitable life stage, if so, what motivates them to do so, and if not, why not.

3:15-4:00 CONCURRENT SESSIONS III

A. Self-directed Learning and the Online Learning Environment in Higher Education  
   Shernette Dunn, Florida Atlantic University  
   This study provides practical and proven strategies that will help online adult learners, college faculty, and administrators make self-directed learning meaningful and applicable to educational institutions. As a result of these strategies, there is a strong possibility for more student retention and an increase in graduation rate in higher education.

B. Foxfire: An Experiment in Student-centered Learning  
   Robert C. Donaghy, University of Tennessee, Knoxville  
   An in depth look at the Foxfire project in Georgia provided valuable information about teaching philosophies, which have yielded effective outcomes over the past 50 years. Teachers and administrators have been successful at creating an environment wherein students have become very successful in directing their own learning activities.

4:15-5:00 CONCURRENT SESSIONS IV

A. Self-directed Learning Ability of the Students in Ho Chi Minh City University of Technology and Education Vietnam – Reality and Development Direction  
   Truong Minh Tri and Bui Van Hong, HCMC University of Technology and Education Vietnam  
   In this writing, the writer mainly focuses on the issues which are related to the conception of self-directed learning ability, assessment of practice of self-directed capacity of students from Ho Chi Minh City University of
Technology and Education. Therefore, it can help speed up self-directed learning ability of students, which contributes to the innovations of teaching methods.

B. Self-directed Learning: A Potential Predictor for Technology Integration among K-12 Teachers
   Julia Kirk, Lincoln Memorial University
Self-directed learning readiness is a predictor for K-12 teachers’ likelihood to implement technology into the classroom. Research shows that technology integration is imperative to student growth and achievement, however, teachers who are not self-directed are not as likely to integrate technology. Additional variables are also discussed, including teacher age.

C. Finishing a Verbal Judo Lesson With a Self-Directed Application
   John Fallon, Rhodes State College
The audience will be presented with a few basic principles of conflict resolution from a Verbal Judo point of view and have the opportunity to apply these techniques in a relevancy-oriented skills-based format driven by the principles of self-directed learning.

THURSDAY, FEBRUARY 8, 2018

11:15-12:00 CONCURRENT SESSIONS V

A. Proposed Usage of SDL in Human Resource Development
   Ramona T. Sharpe, American University
This paper proposes a practical usage of SDL based on the results of a previous research study which explored SDL readiness of individuals within leadership populations, from different business industries and analyzed their corresponding SDLRS scores. This paper focuses on the relevance of SDL in leadership populations and how HRD professionals may be able to use it in selection processes or augment it through leadership development programs.

B. Implementing Self-directed Learning Using Social Context Framework
   Mitsunori Misawa and David A. Willis, University of Tennessee, Knoxville
This proposed presentation will focus on self-directed learning in a formal setting using a process-focused approach. Using a narrative approach, it will address learner’s and facilitator’s experiences based on their case journals by looking at the social contexts elements: place, positionality, power, and practice.

C. Flying Faculty: Unpacking a Case for Autonomous Learning
   Chris Hamstra, Davenport University
This case study explores autonomous learning within the framework of faculty development during a transnational teaching opportunity in Iceland. “Flying faculty” engage the attributes of personal initiative, persistence, and resourcefulness that can influence the learning environment. Suggestions highlight opportunities for faculty to consider in their professional development.

1:30-2:15 CONCURRENT SESSIONS VI

A. Self-efficacy in Autonomous Learning: A Preliminary Study of Full Professors
   Michael K. Ponton, Regent University
The purpose of this study was to compare the self-efficacy in autonomous learning levels of (full) professors against normative statistics. As this construct has been posited to be an important development goal of doctoral education, the premise was to determine whether or not professorial scholars reflect higher than normal levels.

B. The Self-directed Learning Practices of Elementary Teachers
   Susan R. Wagner, Lincoln Memorial University
Are elementary teachers self-directed learners? If so, do their learning activities outside their classrooms translate into their classrooms? The purpose of this study was to examine the relationship, if any, between elementary teachers’ self-directed learning and activities in their classrooms.

C. Development of the Self-directed Learning for Exercise Scale
   Tim Piper, Western Illinois University
The development and score validation of the Self-Directed Learning for Exercise Scale (SDLES) will be explored. The SDLES instrument was tested on 368 autonomous exercisers and 217 novice exercisers. The instruments validity support and predictive ability for categorizing exercisers will be discussed.
2:30-3:15 CONCURRENT SESSIONS VII

A. Measuring HRD Graduate Online Student Perceptions, Attitudes, and Reflections in a New Course Redesign Toward Self-direction
   Vicki Dieffenderfer, University of Arkansas

   The purpose of this study was to evaluate the effectiveness and perceptions of a newly redesigned online graduate course. Students complete mid-course, end-of-course evaluations, and the PRO-SDL (Stockdale, 2003) to enable the researcher to evaluate the course redesign that incorporated a more self-directed approach for student learning.

B. The Relationship Between Self-directed Learning Readiness Scale (SDLRS) and Online Learning Readiness Scale (OLRS)
   Muhittin Cavusoglu and Wayne James, University of South Florida
   Cihan Cobanoglu, University of South Florida Sarasota-Manatee

   There is no research that examines the relationship between the scales that measure the level of self-directed learning and online learning readiness. Therefore, the purpose of this study is to examine the relationship between self-directed learning readiness scale (SDLRS) and online learning readiness scale (OLRS).

4:30-5:30 POSTER SESSIONS

- Benjamin Franklin, the Original American Self-Directed Learner: How to Use his “Plan for Attaining Moral Perfection”
  Bradley Bowers, Barry University

  Students complete a 13-week project created by one of America’s original self-directed learners, Benjamin Franklin, who believed that virtuous behavior is the path to success. Franklin’s project allows students to self-assess the definitions of virtue (moral, social, financial, etc.); therefore, the project can be adapted to fit many disciplines.

- Learning Preferences of Exercisers Based Upon the Education Resource Assessment (ERA)
  Tim Piper, Western Illinois University

  This poster explored the learning preferences of 217 novice and 368 autonomous exercisers regarding information specifically related to improving exercise habits and performance. The items on the Education Resource Assessment were also ranked and exercise group predictability was revealed.

- Self-directed Learning Preferences of Graduate Students Versus Undergraduate Students
  Melody Willoughby and Patty Delgado, Florida International University

  Self-directed learning has been noted as an important factor in determining success for online courses. However, little attention has focused on differences in self-directed learning of graduate and undergraduate students. This poster will present results from a phenomenological study of self-identified SDL techniques and preferences of graduates versus undergraduates in online courses.

- Understanding the Needs of the Nontraditional First Year College Student to Better Serve Them
  Alison Collman, Florida Atlantic University

  The purpose of my study is to best understand the needs of the nontraditional first year college student and propose ways to reformulate the educational system so that all students have equal access to education. This study is still in its infancy as research is still being conducted.

- Improving Undergraduate Student Self-Directed Learning Skills by Partnering with Academic Coaches in the Learning Center
  Elizabeth Fallon, University of Toledo

  Higher education administrators have implemented many learning assistance programs and interventions intended to engage students more fully in the academic environment (Tinto, 2012). Students’ self-regulated learning skills (Nilson, 2013) can impact student success, particularly as students’ progress through increasingly challenging degree program requirements. This poster will summarize the academic coaching techniques used with undergraduate students at Ball State University. The project analysis includes both qualitative and quantitative data.
**FRIDAY, FEBRUARY 9, 2018**

**10:30-11:15 CONCURRENT SESSIONS VIII**

**A. Developing Faculty in Their Role as Mentors for Graduate Student Self-direction**
Kathy Peno, University of Rhode Island
Rita Kenahan, DePuy Synthes
Elaine Silva Mangiate, Salve Regina University

Mentoring strategies, as outlined in the Purposeful Ongoing Mentoring Model used with Grow’s Staged Self-directed Learning Model, will be used to assist faculty in guiding multiple graduate level students toward self-direction and ultimately, program satisfaction and completion.

**B. Self-Directed Learning Within the Framework of Global Learn Day**
Terrence Redding, OnLine Training, Inc
Mary Elizabeth Fabian, OnLine Training, Inc

Time and distance used to separate mankind, isolating populations and allowing clusters of people to become increasingly diverse from one another. Language, culture, and experience translated into an increased difficulty in viewing each other as the same. This paper reviews the history of Global Learn Day, the changing technology associated with online conferencing. We assess our effort to instill a sense of oneness through the common experience of learning. Self-directed learning and notions of sameness are emphasized through this world-wide event.

**C. When Students Direct Their Learning: A Description and Analysis of a Student-centered/Project-based Undergraduate Course in Teacher Education**
Kevin Currie-Knight, East Carolina University

This proposal describes the redesign of an existing college level capstone course for senior-level preservice teachers to incorporate significant elements of self-directed learning. The paper discusses the rationale for the redesign, the steps of the redesign, and qualitative data regarding student/professor perception of the redesigned course.

**11:30-12:15 CONCURRENT SESSIONS IX**

**A. Self-directed Learning and Educator PD – The Lesson Study Solution**
Tina Ruybalid, Learning and Development Specialist, IBM/Office Depot K-12

Too often professional development for educators is a “one size fits all” that leads to educator frustration and disengagement. Lesson Study is a proven effective professional development method, adapted from the highly successful Japanese Lesson Study model that allows self-directed, authentic learning for teachers. This innovative approach improves instructional practices, and ultimately, student achievement.

**B. Self-directed Learners in Elementary School**
Angela K. Smith, Oklahoma City Public School System

Elementary school students are often found seated at desks or tables being fed information through lectures, videos, and/or worksheets. When given the opportunity to lead their own learning through collaboration, hands-on activities, and research, their knowledge potential substantially increases as well as retention. Moving forward with these skills not only makes students better learners, but also creates superior employees that are ready to take on higher order thinking skills within their jobs.
**PRESENTERS PHOTOS AND BRIEF BIOGRAPHIES**

**Bradley Bowers** is Professor of English at Barry University, Miami Shores, Florida. His interests include British Modernism and Italian Futurism. He has been Visiting Scholar at Columbia University, American Academy in Rome, and American University of Rome. He received his Ph.D. from the University of North Carolina at Chapel Hill. (bbowers@barry.edu)

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**Mary R. Brockett** taught Social Studies at the elementary, middle, and high school levels for 40 years in the Rhea County (TN) and Knox County (TN) schools. She was active in local chapters of the Tennessee Education Association (TEA) and held many leadership positions including President and Board Member. Currently she serves as a substitute teacher in Knox County. (maryrbrockett@gmail.com)

**Ralph G. Brockett** is Professor at the University of Tennessee, where he teaches courses in adult learning, adult education, and research methods. He has been involved in research on SDL since 1979 and is a founding board member of the ISSDL. He has been inducted into the International Adult and Continuing Education Hall of Fame, and is a recipient of the Malcolm Knowles Award for Lifelong Contributions to the Field of Self-Directed Learning. (brockett@utk.edu)

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Amanda Giust is the Program Manager for Project Panther LIFE: Learning Is For Everyone at Florida International University (FIU). Ms. Giust holds a master’s degree in Adult Education and Human Resource Development and is currently a doctoral student at FIU with a research interest in employment outcomes for adults with intellectual disabilities. (agiust001@fiu.edu)

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Lucy Guglielmino is retired Professor and Program Leader of Adult and Community Education at Florida Atlantic University. Her Self-Directed Learning Readiness Scale, (also known as the Learning Preference Assessment) has been translated into 23 languages and used in more than 50 countries. Chair of the Board of Directors of the International Society for Self-Directed Learning and founding editor of the International Journal of Self-Directed Learning, she has more than 100 publications. She won the Knowles Award in 2001, the CPAE Career Achievement Award for Outstanding Contributions in 2010, and was inducted into the International Adult and Continuing Education Hall of Fame in 2011. (lguglielmino@rocketmail.com)

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Chris Hamstra began his communication career as a radio and television sportscaster before serving as a HRD with the State of Michigan. Chris is an award winning facilitator of learning at Davenport University in Grand Rapids, Michigan. He has attended Calvin College (BA), Western Michigan University (MA), and Regent University (chamstra@davenport.edu)

Lila Holt received both the Ph.d. in Instructional Technology Education and the M.S. in Computer Science from the University of Tennessee. Interests include methods for teaching computer science and promoting STEM to encourage women in the field of computer science. Current research includes the use of MakerSpaces to promote critical and computational thinking. Additional research includes theoretical foundations, such as self-directed learning, to help adaptation to new technologies and innovations as changes in Computer Science and technology advance. (lilaholt@gmail.com)

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Waynne James is a professor and member of the graduate faculty at the University of South Florida. She has worked with a variety of individuals relating to adult learning styles, learning styles assessment, project evaluation, school improvement, staff development, and curriculum development, among others. She continues to work closely with a large number of doctoral students. Her primary areas of interest include adult learning and development, learning styles, history of the field of adult education, international adult education, and competency-based curriculum development viewed from a cross-cultural focus. (wjames7846@aol.com)

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Pete Zsiga has been a Middle and High School Math Teacher and Coach, and an Assistant Professor and Clinical Experience Coordinator in Education at Indian River State College. He is currently an Adjunct at Florida Atlantic University and the Coordinator of Accountability for the St Lucie County School District, working to help educators retrieve and analyze data and respond to it with instructional adjustments to improve student performance. He is first and foremost, a continuous learner, and looks forward to learning with you and from you at the Symposium. (plzsiga@gmail.com)
MALCOLM KNOWLES SELF-DIRECTED LEARNING AWARD WINNERS

for Significant Lifelong Contributions
to the Field of Self-Directed Learning
2001-2017

• 2001 Huey B. Long
• 2002 Lucy M. Guglielmino and Paul J. Guglielmino
• 2004 Ralph G. Brockett
• 2005 Roger Hiemstra
• 2006 Allen M. Tough
• 2007 Maurice Gibbons and Gary J. Confessore
• 2008 Sharan Merriam and Rosemary Caffarella
• 2009 Richard E. Durr
• 2010 Philippe Carré
• 2011 Naomi R. Boyer and Robert J. Bulik
• 2012 Philip C. Candy
• 2013 Ronald Gross
• 2014 James A. Bellanca
• 2015 Michael K. Ponton
• 2016 Carol E. Kasworm and John A. Henschke
• 2017 Arthur L. Costa and Bena Kallick
Peter Jarvis, internationally known as a scholar and a speaker in the field of adult and continuing education, is emeritus Professor of Continuing Education at the University of Surrey, UK. He holds a B.D. degree from the University of London, a B.A. degree in economics from the University of Sheffield, a M.Soc.Sc. degree from the University of Birmingham, and a Ph.D. from the University of Aston. He was the first non-North American to be inducted into the International Adult and Continuing Education Hall of Fame (Class of 1997).

Thoughout his many writings on adult education, distance learning, and lifelong learning, he has been a thoughtful writer on self-directed learning. In 1990, in a paper presented at the International Self-Directed Learning Symposium, he addressed some conceptual issues related to SDL and proposed a model of self-directed and other-directed learning. He addressed the ISDLS two other times. His chapters for these three sessions are listed below:


Professor Jarvis has authored or co-authored more than 20 books. Among them, Adult Learning in the Social Context received the Cyril O. Houle World Award for Literature in Adult Education in 1988. He mentioned self-directed learning in various sections of his many works. A few examples:

__From The Theory and Practice of Learning, (2nd ed.), 2003, where an entire chapter is devoted to SDL:

“The whole idea of lifelong learning and the learning society entails a notion of the individual self-directed learner “(p. 89); and “What is clear..is that self-directed learning has in many respects moved centre-stage” (p. 101).

__From Adult Education and Lifelong Learning: Theory and Practice, (3rd ed.). 2004:
"The idea of self-directed learning has become an important element of American thought." (p. 184).

Professor Jarvis founded and is a long-time editor of the *International Journal of Lifelong Learning*. His *International Dictionary of Adult and Continuing Education* has also been widely influential.

In addition to the Houle World Award for Literature in Adult Education, Jarvis has received the Medal of the University of Helsinki (1994). In 1990-91, he was a Fellow of the Japan Society for the Promotion of Science; in 1993, he was elected a Fellow of the Royal Society of Arts. He was Noted Scholar at the University of British Columbia, and has been a Visiting Professor at the universities of Ljubljana, Pedagogical University of Tallinn, Tennessee, Alaska at Anchorage and Maryland. He served as President of the British Association of International and Comparative Education (BAICE) in the year 1999-2000. In July 2011 he was awarded an honorary doctor of letters by the University of Nottingham, home to the world’s oldest University Chair in Adult Education. He also received the Comenius Award from the International ESVA Foundation (Outstanding Adult Educator in Europe - First Holder).

Professor Jarvis has acted as an examiner for Ph.D. theses and master's degrees in the United Kingdom, Finland, Australia, India, and Malta. He has also acted as an assessor for research project proposals in the UK, Australia, Hong Kong, and Croatia and served on the Consultative Committee preparing both the Declaration and the Agenda for the Future of the 1997 UNESCO World Conference on Adult Education in Hamburg, Adult Learning--The Key to the 21st Century.”

For his many contributions to the field of self-directed learning and its natural outcome, lifelong learning, Professor Peter Jarvis has been selected for the 2018 Malcolm Knowles Award for Lifetime Contributions to the Field of Self-Directed Learning. The award will be accepted by his daughter, Kierra Desay.
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