30th International Self-Directed Learning Symposium

Cocoa Beach, Florida, USA
February 10 - February 13, 2016

Presented by
The International Society for Self-Directed Learning
www.sdlglobal.com
30th International Self-Directed Learning Symposium
Cocoa Beach, Florida, USA
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The International Society for Self-Directed Learning

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Registration and Social Events

Tuesday
4:00-6:00 p.m. Symposium Registration Marriott Lobby
4:00 p.m. New Attendees Orientation Lobby Area

Wednesday
8:00-9:00 a.m. Registration Marriott Lobby
8:30-9:00 a.m. Coffee Marriott Atrium
1:00-7:00 p.m. Silent Auction Mars
5:30-6:30 p.m. Marriott Manager's Reception Bistro and Firepit Area

Thursday
8:30-9:00 a.m. Registration Marriott Atrium
8:30-9:00 a.m. Coffee, Conversation, And Silent Auction Bids Marriott Atrium
5:00-6:00 p.m. Poster Session and Manager's Reception Jupiter, Bistro, and Firepit
Silent Auction Mars (concurrent)

6:00-8:30 p.m. Dinner and Conversation
Casual dress. Free for registered attendees. See Registration Desk for Guest tickets.

Friday
8:30-9:00 a.m. Registration Marriott Lobby
8:30-9:00 a.m. Coffee, Conversation Marriott Atrium

Symposium books and copies of the International Journal for Self-Directed Learning
will be available for purchase in the Atrium area.
Special Guests

Huey B. Long, Symposium Founder

Huey B. Long is Professor Emeritus, Kellogg Professor, Continuing Professional and Higher Education, University of Oklahoma. Dr. Long held tenured professorships at The Florida State University, and The University of Georgia, prior to his retirement. He is author of more than 700 articles, books, and book chapters on a variety of topics including self-directed learning. He is the first winner of the Malcolm Knowles Memorial Self-Directed Learning Award and in 1996 was inducted into the International Adult and Continuing Education Hall of Fame. Huey initiated the first Self-Directed Learning Symposium in 1986 and is co-editor emeritus of the International Journal of Self-Directed Learning. For more information on Dr. Long, see www.halloffame.outreach.ou.edu/1996/long.html

Weiping Yu, National Aeronautics and Space Administration (NASA)

Weiping Yu is a physicist at the NASA Kennedy Space Center. Yu holds a doctorate in Engineering Physics and is a pioneer researcher in theoretical and applied physics and the founder of the Universal Particle (Uon) Theory of Everything. Dr. Yu is a contributing member of the American Physical Society (APS), the American Institute of Aeronautics and Astronautics (AIAA) and American Society of Mechanical Engineers (ASME). He is a senior member of NASA Speakers Bureau and a frequent guest speaker at conferences, universities, and communities.
Inaugural Presenters at the 1986 Symposium

Stephen Brookfield
Rosemary Caffarella and Robin Donnelly
Claudia Danis and Nicole Tremblay
Ronald Gross
§ Lucy and Paul Guglielmino*
§ Roger Hiemstra
§ Carol Kasworm
§ Huey Long and Steven Ageykum
+ Patrick Penland
+ Robert Smith
George Spear

Malcolm Knowles Self-Directed Learning Award Winners

§ 2001 Huey B. Long
§ 2002 Lucy and Paul Guglielmino
§ 2004 Ralph Brockett
§ 2005 Roger Hiemstra
+ 2006 Allen Tough
2007 Maurice Gibbons and Gary Confessore
§ 2008 Richard Durr
2009 Sharan Merriam and Rosemary Caffarella
§ 2010 Philippe Carré
§ 2011 Naomi Boyer and Robert Bulik
2012 Philip Candy
2013 Ronald Gross
§ 2014 James Bellanca
§ 2015 Michael Ponton

§ Attending  + Deceased
SYMPOSIUM PROGRAM
Tuesday, February 9, 2016

4:00-6:00 p.m. Symposium Early Registration
4:00 p.m. New Attendees Orientation

Marriott Lobby
Lobby Area

Wednesday, February 10, 2016

8:30-9:00 Registration, Coffee
9:00-10:30 OPENING GENERAL SESSION

Welcome and Introductions
Lucy Guglielmino, Board Chair, International Society for Self-Directed Learning

Featured Address:
The Role of Self-Directed Learning in the Exploration of Space
Dr. Weiping Yu, National Aeronautics and Space Administration (NASA)

Conference Announcements
Naomi Boyer, Symposium Co-chair, Polk State College
Silent Auction Chair

10:30-11:00 BREAK
11:00-11:45 CONCURRENT SESSIONS I

A. Adult Immigrants’ Work Identities in Light of Possible Selves and Self-Directed Learning Theory
Jan Adversario, Texas State University
Reactor: Valerie Bryan

B. Developing Language Learner Self-Direction: The Work of Leni Dam, A Danish Educational Advisor and Teacher-Trainer In EFL (English As A Foreign Language)
Stephen-Scott Brewer, Université Paris-Est Créteil
Reactor: Clarena Larrotta

B. A Review of Two Self-Directed Learning in the Workplace Instruments
Vicki Dieffenderfer, University of Arkansas
Reactor: Chris Hamstra

11:45-1:15 LUNCH (on your own)

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn*
Wednesday, February 10, 2016 (cont.)

1:15-2:15 GENERAL SESSION: FIRST PRESENTERS PANEL
A 30-Year Perspective: Reflections on the First Symposium and Ensuing Expansion
 Huey B. Long, Symposium Founder, University Of Oklahoma
 Lucy M. Guglielmino, Florida Atlantic University
 Paul J. Guglielmino, Florida Atlantic University
 Roger Hiemstra, Syracuse University
 Carol Kasworm, North Carolina State University

2:15-2:25 BREAK

2:25-3:10 CONCURRENT SESSIONS II
A. Validation Of An “Apprenance” Scale And Its Relation With Self-Directed Learning
 Raphaël Grasset, CREF, Université Paris Ouest, and Maxime Jore, Novancia
 Reactor: Richard Durr

B. Self-Directed Learning [SDL] and Andragogy: My Take on Their Contrasting and Complementary Relationship
 John A. Henschke, Lindenwood University
 Reactor: Roger Hiemstra

C. An Analysis of the Learning Styles: Generation X and Millennials
 Salma A. Hadeed, Florida International University and Suzette Henry-Campbell, Nova Southeastern University
 Reactor: Elizabeth Swann

3:10-3:20 BREAK

3:20-4:05 CONCURRENT SESSIONS III
A. Self-Directed Learning on the Spectrum: A Case Study Discussion
 Chris Hamstra, Davenport University
 Reactor: Ellen McEwan

B. Self-Directed Learning And Students’ Level of Competencies: A Correlational Analysis of Higher Technical Institutions In Nepal
 Hari Prasad Nepal, Kathmandu University, Nepal, and University of Tartu, Estonia
 Reactor: Peter Zsiga

C. What Successful Self-Directed Learners Do: A Case Study
 Robert Heckman and Stephanie Prato, Syracuse University
 Reactor: Laura Pagano

4:05-4:15 BREAK

4:15- 5:00 GENERAL SESSION
Studying Self-Directed Learning: Two Long-Term Colleagues’ Contributions, Reflections, and Projections
 Roger Hiemstra, Syracuse University (Emeritus)
 Ralph Brockett, University of Tennessee

5:30-6:30 Marriott Manager's Reception and Book Signing in the Bistro and Firepit Terrace

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn*
Thursday, February 11, 2016

8:30-9:00 COFFEE, CONVERSATION, AND SILENT AUCTION BIDS
9:00-9:05 Announcements

9:05-10:00 GENERAL SESSION
   Huey Long: A Pioneer In Self-Directed Learning
   Terrence Redding, Lucy Guglielmino, Naomi Boyer, and others

10:00-10:15 BREAK

10:15-11:00 CONCURRENT SESSIONS IV
   A. Using Technology to Leverage Self-Directed Learning
      Naomi Boyer, Polk State College
      Reactor: James Bellanca
   B. The Impact of Learning Management Systems on Self-Directed Learning
      Heather Knowlton and James E. Witte, Auburn University
      Reactor: Terrence Redding
   C. Fostering Self-directed Learning and Creativity in ESL Composition
      Clarena Larrotta, Texas State University
      Reactor: Stephen Scott-Brewer

11:00-11:15 BREAK

11:00-12:00 CONCURRENT SESSIONS V
   A. Self-directed Learning from a Cultural Perspective
      Hong Shi, Maria Witte, and Xi Lin, Auburn University
      Reactor: Tanya McCarthy
   B. Self-directed Learning: Individual-level Activity and Strategic Organizational Catalyst
      Ellen H. McEwan, The University of Tennessee, Knoxville
      Reactor: Naomi Boyer
   C. SDL in Mortuary Science: Analysis of Licensure Journeys of Learners and Graduates
      José Luis Moreno, San Antonio College
      Reactor: Paul Carr

12:00-1:15 LUNCH (on your own)

1:15-2:00 CONCURRENT SESSIONS VI
   A. The Andragogy of Nature—A Model of Human Development
      Laura Pagano, Bologna University, Italy
      Reactor: Ralph Brockett
   B. Grit and Mattering: Possible Implications for SDL
      Elizabeth Anne Roumell, North Dakota State University
      Reactor: Lori Risley
   C. Using the Purposeful Ongoing Mentoring Model (POMM) to Encourage Student Self-Direction
      Kathy Peno, University of Rhode Island; Elaine Silva Mangiante, Salve Regina University; Rita Kenahan, DePuy Synthes
      Reactor: EunMi Park

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
Thursday, February 11, 2016 (cont.)

2:00-2:15 BREAK

2:15- 3:00 CONCURRENT SESSIONS VII -- BEST PRACTICES ROUNDTABLES
(NOTE ROOMS)

K-12 - Jupiter Room
Jim Bellanca, Project for 21st Century Skills
Robert C. Donaghy, Bradley County, TN Public Schools (Retired) and University of Tennessee, Knoxville
Suria Kong, Education Bureau, The Government of the Hong Kong Special Administrative Region
Susan L. Stockdale, Kennesaw State University
Peter L. Zsiga, St. Lucie County Schools, FL

Higher and Continuing Education - Mars
Naomi Boyer, Polk State College
Ralph Brockett, University of Tennessee, Knoxville
Valerie Bryan, Florida Atlantic University
Bob Bulik, University of Texas Academy of Health Science Education (Emeritus)
Philippe Carré, University of Paris
Lucy Guglielmino, Florida Atlantic University (Emerita)
Rog Hiemstra, Syracuse University (Emeritus)
Lila Holt, Johnson University
Carol Kasworm, North Carolina State University (Emerita)
Mike Ponton, Regent University

Human Resource Development - Orion Room (at the Hampton)
Richard Durr, Motorola (Retired)
Paul Guglielmino, Florida Atlantic University
Maxime Jore, Novancia Business College, France
Terrence Redding, OnLine Training, Inc.

3:00-3:15 BREAK

3:15-4:30: Meet the Author Roundtables

Mercury and Saturn

Three Rotations: 3:15-3:35, 3:40-4:00, 4:05-4:30
Malcolm Knowles Award Winners and Inaugural Presenters

James Bellanca, Project for 21st Century Skills
Major Topic: Preparing S-D Learners in K-12
Settings: Promoting Deeper Learning

Naomi Boyer, Polk State College
Major Topic: SDL and Technology Infusion

Ralph Brockett, University of Tennessee
Major Topic: SDL in Teaching Adults

Bob Bulik, University of Texas Academy of Health Science Education (Emeritus)
Major Topic: SDL in Medical Education, Faculty Development

Philippe Carré, University of Paris
Major Topic: SDL and Self-Regulation

Richard Durr, Motorola University (Retired)
Major Topic: SDL in HRD, Developing SDL in Secondary Education

Lucy Guglielmino, Florida Atlantic University (Emerita)
Major Topics: Integrating SDL into Formal Education: Strategies, Promising Practice, Writing for the ISDL

Paul Guglielmino, Florida Atlantic University
Major Topic: SDL Across Cultures

Rog Hiemstra, Syracuse University (Emeritus)
Major Topic: Individualizing Instruction

Carol Kasworm, North Carolina State University (Emerita)
Major Topic: SDL in Baccalaureate Education and Continuing Education

Michael Ponton, Regent University
Major Topic: SDL, Autonomy, and Self-Efficacy

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
Thursday, February 11, 2016 (cont.)

4:30-5:00 BREAK

5:00-6:00  POSTER SESSION and MANAGER'S RECEPTION – Jupiter, Bistro, and Firepit
   SILENT AUCTION -- Mars (concurrent)

POSTERS:
- **The Malcolm Knowles Award Winners and First Self-Directed Learning Symposium Presenters**
  Lori Risley, Brett King, Ally King, Anish Penigol, Jessica Contreras, Crystal Reimler, and Matthew Gossom, University of Central Oklahoma

- **Student Athletes and Online Collaborative Learning: A Winning Combination**
  Bradley Bowers, Barry University

- **Student Perceptions Of Their Own Responsibility And Ability: A Study Of Japanese Universities**
  Craig Gamble, Kwansei Gakuin University, Japan
  Jonathan Aliponga, Yasuko Koshiyama, Keiko Yoshida, and Michael Wilkins, Kansai University of International Studies, Japan

- **How to Facilitate Students’ Self-Directed Learning Skills Through Interesting General Studies Curriculum Design: An Experience of a Hong Kong Primary School**
  Suria Kong, Education Bureau, The Government of the Hong Kong Special Administrative Region

- **Self-Directed Learning in the Teleconferencing Industry with a Focus on Accent Modification**
  Kate Nelson, Auburn University

- **Online Doctoral Students’ Self-Directed Learning Readiness**
  Ingrid Van Duyne, A.T. Still University
  Phillip M. Stephens, A.T. Still University

- **International Continuing Professional Education: Exploring Self-Directed Learning of Culture and Implications for Program Planning**
  Susan M. Yelich Biniecki, Kansas State University

6:00-8:30  THURSDAY DINNER AND CONVERSATION ROOMS A, B, and C
   Casual dress. Free for registered attendees. See Registration Desk for Guest tickets.

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn*
Friday, February 12, 2016

8:30-9:00 COFFEE AND CONVERSATION

9:00-10:15 GENERAL SESSION

Self-Directed Learning: Looking to the Future
Panelists: Malcolm Knowles Award Winners and Inaugural Presenters

James Bellanca, Project for 21st Century Skills
Naomi Boyer, Polk State College
Ralph Brockett, University of Tennessee
Bob Bulik, University of Texas Academy of Health Science Education (Emeritus)
Philippe Carré, University of Paris
Richard Durr, Motorola University (Retired)
Lucy Guglielmino, Florida Atlantic University (Emerita)
Paul Guglielmino, Florida Atlantic University
Roger Hiemstra, Syracuse University (Emeritus)
Carol Kasworm, North Carolina State University (Emerita)
Huey Long, University of Oklahoma (Emeritus)
Michael Ponton, Regent University

10:15-10:30 BREAK

10:30-11:15 CONCURRENT SESSIONS VIII

A. Transitioning from High School to University: Challenges and Opportunities of Independent Learning in EFL Classes
   Tanya McCarthy, Kyushu University, Japan
   Reactor: Suria Kong

B. The Possible Role of Higher Education in Developing Learner Autonomy
   Michael K. Ponton and Paul B. Carr, Regent University
   Reactor: Carol Kasworm

C. Fostering The Development Of High Self-Directed Learners: A 25-Year Perspective
   Terrence R. Redding, OnLine Training, Inc.
   Reactor: Bob Donaghy

11:15-11:30 BREAK

11:30-12:15 CONCURRENT SESSIONS IX

A. The Significant Role of Learner Autonomy in Surgical Competency and Burnout Among Surgical Residents
   EunMi Park, David W. Eisele, Howard W. Francis, Johns Hopkins University School of Medicine
   Gary J. Confessore, George Washington University (Emeritus)
   Young J. Kim, Johns Hopkins University School of Medicine
   Reactor: Michael Ponton

B. Put Me In, Coach: Self-Regulated Learning as Tactical Power
   Richard Chapman, Christine Seifert, and Curtis Newbold, Westminster College
   Reactor: Bob Bulik

C. Leveraging SDL in Leadership Populations
   Ramona T. Sharpe, Teachers College, Columbia University

*General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
**Reactor:** Jose Moreno

**Friday, February 12, 2016 (cont.)**

12:15-1:30  Lunch (ISSDL Board Meeting, Jupiter)

1:30- 2:15  CONCURRENT SESSIONS X  
A. Examining the Relationships between Gratitude and Readiness for Self-Directed Learning in Undergraduate Nursing Students  
   Kellee R. Vess, University of Tennessee, Knoxville  
   **Reactor:** Kathy Peno

B. Self-Directed Learning and Academic Success for Community College Students  
   Vincent Wiggins, Harold Washington College  
   **Reactor:** Jan Adversario

C. Coping With Learning Jolts: The Case Of Two Women Pursuing Third Chapter Learning  
   Jill Woodilla, University of Gothenburg Sweden, and Diana Stork  
   **Reactor:** Lila Holt


2:45-5:00 SPECIAL SESSION: "*Self* Constructs in Self-Directed Learning (A & B)  
   Co-chairs: Philippe Carré and Michael Ponton
   • *"Self" Constructs in Self-Directed Learning*  
     Michael Ponton, Regent University
   • *It Takes Two to Tango: Recent Data on the Double Dimension of Self-directed Learning*  
     Philippe Carré, University of Paris
   • *Impact Study of Entrepreneurial Self-Efficacy and Self-Directed Learning*  
     Maxime Jore, Novancia Business College, Paris
   • *Self Regulation and Use of Digital Resources at Work*  
     Christophe Jeunesse, Paris Ouest University  
     Moïse Dero, French Institute of Teacher Training
   • *Concluding Discussion*  
     Philippe Carré, University of Paris

**Saturday, February 13, 2016**

9:00-12:00  RESEARCH AND PLANNING GROUPS

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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*
2016 Huey B. Long Student Scholarship Award Winners

Jessica Contreras, Matthew Gossom, Alexandra King, Brett King, Hari Prasad Nepal, Laura Pagano, Anish Peringol, and Crystal Reimer

Thanks to Our Volunteers:

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

Thanks to Our Major Donors:

- **Huey B. Long**—donor of books and CDs to the Society
- **The Posner Family Foundation**—monetary donation for the work of the ISSDL

Thanks to the incredible Marriott staff, who have been so gracious and helpful!

Thanks to 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 Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
CONCURRENT SESSION DESCRIPTIONS

CONCURRENT SESSIONS I

11:00-11:45

Wednesday, February 10

A. Adult Immigrants’ Work Identities in Light of Possible Selves and Self-Directed Learning Theory

Jan Adversario, Texas State University

This session explores possible selves (internal/external dimensions of professional identities) in connection to self-directed learning theory. Using case study methodology, ethnographic interviews and artifacts, the presenter describes the journeys, challenges and successes of professional immigrants creating work identities matching their current life situations. Implications for adult learning, workplace and policy are provided.

B. Developing Language Learner Self-Direction: The Work of Leni Dam, A Danish Educational Advisor and Teacher-Trainer In EFL (English As A Foreign Language)

Stephen-Scott Brewer, Université Paris-Est Créteil

This talk presents the work of the Danish educational advisor and teacher trainer Leni Dam. His work integrates both a theory of self-direction and a theory of language learning. Self-direction is supported by student involvement and reflection as well as by students’ participation in authentic and spontaneous communication in the target language.

C. A Review of Two Self-Directed Learning in the Workplace Instruments

Vicki Dieffenderfer, University of Arkansas

This study investigated the relationship between two self-directed learning in the workplace instruments. Participants completed the Survey of Adult Learning Traits (SALT) (Hogg, 2008) and the Learner Self-directedness in the Workplace Scale (LSWS) (De Bruin & De Bruin, 2011). The study concludes with implications for research and practice.

CONCURRENT SESSIONS II

2:25-3:10

Wednesday, February 10

A. Validation Of An “Apprenance” Scale And Its Relation With Self-Directed Learning

Raphaël Grasset, CREF, Université Paris Ouest, and Maxime Jore, Novancia

This session presents the validation study results of an “Apprenance” scale measuring a positive inclination towards learning among adults (Carré, 2005). Measurements are made of four constructs: Volition, Affect, Self-Direction, and Lifelong Learning, which cover the three attitudinal factors of “Apprenance”: cognitive, affective and conative.

B. Self-Directed Learning [SDL] and Andragogy: My Take on Their Contrasting and Complementary Relationship

John A. Henschke, Lindenwood University

The author will present his perspective and experience on how SDL and Andragogy may complement and contrast with each other. Focus will be on: theoretical/practical, historically/currently implementing, strengths/weaknesses, foundational/personally engaging, comparing/contrasting; a case will be made for valuing each (SDL & Andragogy) for enhancing benefit to the constituencies we serve.

C. An Analysis of the Learning Styles: Generation X and Millennials

Salma A. Hadeed, Florida International University and Suzette Henry Campbell, Nova Southeastern University

Technology has made it possible for individuals to access information from any part of the world at any given time. This access has transformed how people are able to manage their learning goals and eliminates the need for traditional structured teaching. What is being described above is the concept of self-directed learning.
A. **Self-Directed Learning on the Spectrum: A Case Study Discussion**  
Chris Hamstra, Davenport University  
Self-Directed Learning (SDL) has been broadly conceptualized as the movement from dependent learning to empowered and life-long learning. But what happens when an adult learner is developmentally or intellectually challenged? This case study will detail the steps and engaged learning activities used while working with a group of adult self-directed learners who face challenges like Fetal Alcohol syndrome, Asperger’s syndrome, and Downe’s syndrome.

B. **Self-Directed Learning And Students’ Level of Competencies: A Correlational Analysis of Higher Technical Institutions In Nepal**  
Hari Prasad Nepal, Kathmandu University, Nepal, and University of Tartu, Estonia  
This research explored higher technical students’ perceptions on self-directed learning in enhancing their level of competencies. The main research question addresses the relationship between students’ self-directed learning strategies and competencies in higher technical education in Nepal.

C. **What Successful Self-Directed Learners Do: A Case Study**  
Robert Heckman and Stephanie Prato, Syracuse University  
This paper describes a project designed to help students develop self-direction skills within the structures of higher education via an experimental course, *Independent Technology Education*. Through qualitative analysis of course data, we identified key behaviors performed by more effective self-directed learners that are rarely present when students struggle. This behavioral success pattern is one that self-directed learners, post-secondary instructors, and researchers can leverage and use in future work.

4:15- 5:00 GENERAL SESSION  
*Studying Self-Directed Learning: Two Long-Term Colleagues’ Contributions, Reflections, and Projections*  
Roger Hiemstra, Syracuse University (Emeritus)  
Ralph Brockett, University of Tennessee  
This session reflects on the careers of two colleagues. Drawing from combined 80 years of studying SDL, they describe how separately, together, and through their students, they have been able to make substantial contributions to the knowledge base. They also explore some important issues facing the future of SDL scholarship.

**CONCURRENT SESSIONS IV**  
10:15-11:00  
*Thursday, February 11*

A. **Using Technology to Leverage Self-Directed Learning**  
Naomi Boyer, Polk State College  
By the very nature of the industrial school model, the moment children enter school, they begin to be directed, very tangibly, through the learning process; nevertheless, through a variety of classroom and school designs, an environment that endorses, capitalizes, and nurtures self-direction can be developed. The operationalization of learning contracts, pedagogical techniques, and a philosophy of self-directed learning can be facilitated, tracked, assessed with greater ease through the use of technology.

B. **The Impact Of Learning Management Systems On Self-Directed Learning**  
Heather Knowlton and James E. Witte, Auburn University  
This presentation reviews and explores the impact of learning management systems (LMS) on the way students learn. It focuses on the nontraditional learning style of distance and online learning. The learners’ ability to be more involved in self-directed learning based on a nontraditional learning technique will be examined. Suggestions on how to further promote self-directed learning from a technological standpoint will be made.

*Unless otherwise noted, General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn*
C. Fostering Self-directed Learning and Creativity in ESL Composition
Clarena Larrotta, Texas State University
This paper explores the self-directed learning and creativity that occurred as a byproduct of students engaging in a collaborative group learning task in ESL composition. College students developed confidence speaking and writing in English as they created infomercials of original products, engaged in rhetorical analysis, used persuasion and argumentation strategies, and transmitted social messages trying to sell the product they created.

CONCURRENT SESSIONS V 11:15-12:00 Thursday, February 11
A. Self-directed Learning from a Cultural Perspective
   Hong Shi, Maria Witte, and Xi Lin, Auburn University
This presentation reviews and explores cultural influences on students’ self-directed learning. The learner and teacher relationship and their perceived roles also have an effect on learning in different cultures. Suggestions will be shared about how to promote self-directed learning of students in different cultures.

B. Self-directed Learning: Individual-level Activity and Strategic Organizational Catalyst
   Ellen H. McEwan, The University of Tennessee, Knoxville
Workplace SDL can catalyze organizational change required to adapt to disruptive environments and reach strategic goals; and, therefore, deserves executive-level support. This paper draws on concepts from adult learning, SDL, and management to connect micro-level SDL to macro-level, organization strategy and presents evidence-based measures to support SDL in the workplace.

C. Self-Directed Learning in Mortuary Science: Analysis of Licensure Journeys of Learners and Graduates
   José Luis Moreno, San Antonio College
Presenter examines the licensure journey of learners and graduates in a Mortuary Science Program in relation to self-directed learning processes. Data were collected through ethnographic interviews, artifacts, and the researcher’s analytic journal. Findings are presented through experiential learning, embodied learning, career challenges, and glimpses of self-directed learning.

CONCURRENT SESSIONS VI 1:15-2:00 Thursday, February 11
A. The Andragogy of Nature—A Model of Human Development
   Laura Pagano, Bologna University, Italy
In the wake of studies conducted in Italy regarding the Pedagogy of Nature proposed by Prof. Valerio Sanfo, the author will elaborate a model of human development known as The Andragogy of Nature, delineating and developing the parallelism between Man and Tree, as a true center of a proposed andragogical system.

B. Grit and Mattering: Possible Implications for SDL
   Elizabeth Anne Roumell, North Dakota State University
In this paper, the author explores the idea of self-directed-learning as a growth mindset (Dweck 2009, 2012) in relationship to grit (Duckworth, 2007) and mattering (Rosenberg, 1985).

C. Using the Purposeful Ongoing Mentoring Model (POMM) to Encourage Graduate Student Self-Direction
   Kathy Peno, University of Rhode Island
   Elaine Silva Mangiante, Salve Regina University
   Rita Kenahan, DePuy Synthes
Mentoring strategies outlined in the Purposeful Ongoing Mentoring Model will be explored as ways to assist faculty in guiding graduate level students toward self-direction as proposed in Grow’s Staged Self-Directed Learning Model.

*Unless otherwise noted, General Sessions in Mars and Mercury;
Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
CONCURRENT SESSIONS VII 2:15-3:00  Thursday, February 11

BEST PRACTICES FOR PROMOTING SDL (DISCUSSIONS)

K-12  Jupiter Room
Jim Bellanca, Project for 21st Century Skills
Robert C. Donaghy, Bradley County, TN Public Schools (Retired) and University of Tennessee, Knoxville
Suria Kong, Hong Kong Education Bureau
Susan L. Stockdale, Kennesaw State University
Peter L. Zsiga, St. Lucie County Schools, FL

Higher Education  Mars
Naomi Boyer, Polk State College
Bob Bulik, University of Texas Academy of Health Science Education (Emeritus)
Ralph Brockett, University of Tennessee, Knoxville
Valerie Bryan, Florida Atlantic University
Philippe Carré, University of Paris
Lucy Guglielmino, Florida Atlantic University (Emerita)
Roger Hiemstra, Syracuse University (Emeritus)
Lila Holt, Johnson University
Carol Kasworm, North Carolina State University (Emerita)
Mike Ponton, Regent University

Human Resource Development  Room TBA
Richard Durr, Motorola (Retired)
Maxime Jore, Novancia Business College, France
Paul Guglielmino, Florida Atlantic University
Terrence Redding, OnLine Training, Inc.

POSTERS

- The Malcolm Knowles Award Winners and First Self-Directed Learning Symposium Presenters
  Lori Risley, University of Central Oklahoma, with Jessica Contreras, Matthew Gossom, Alexandra King, Brett King, Anish Peringol, and Crystal Reimer

- Student Athletes and Online Collaborative Learning: A Winning Combination
  Bradley Bowers, Barry University

- Student Perceptions Of Their Own Responsibility And Ability: A Study Of Japanese Universities
  Craig Gamble, Kwansei Gakuin University, Japan
  Jonathan Aliponga, Yasuko Koshiyama, Keiko Yoshida, and Michael Wilkins, Kansai University of International Studies, Japan

- How to Facilitate Students’ Self-Directed Learning Skills Through Interesting General Studies Curriculum Design: An Experience of a Hong Kong Primary School
  Suria Kong, Hong Kong Education Bureau

- Self-Directed Learning in the Teleconferencing Industry with a Focus on Accent Modification
  Kate Nelson, Auburn University

- Online Doctoral Students’ Self-Directed Learning Readiness
  Ingrid Van Duyne, A.T. Still University
  Phillip M. Stephens, A.T. Still University

- International Continuing Professional Education: Exploring Self-Directed Learning of Culture and Implications for Program Planning
  Susan M. Yelich Biniecki, Kansas State University

*Unless otherwise noted, General Sessions in Mars and Mercury; Concurrent Session A in Mars, Concurrent Session B in Mercury, Concurrent Session C in Saturn
A. Transitioning from High School to University: Challenges and Opportunities of Independent Learning in EFL Classes
    Tanya McCarthy, Kyushu University, Japan
In its 2013 report, Japan’s Ministry of Education, Sports, Science, Culture and Technology announced its action plan for educational reform, which emphasized “independent-minded learning.” This study first examined adjustment difficulties as learners transitioned to university language classes and second, if students had indeed developed the competence to be more independent-minded (self-directed).

B. The Possible Role of Higher Education in Developing Learner Autonomy
    Michael K. Ponton and Paul B. Carr, Regent University
A causal-comparative study was conducted to determine if any differences exist in three measures associated with conative learner autonomy, self-efficacy in autonomous learning, and desire between three groups of adults (N = 2,147) holding the following education credentials: high school diploma (n = 1,205), bachelor’s degree (n = 358), and graduate degree (n = 584). The presentation will provide associated data and offer a discussion regarding the possible role of higher education in developing learner autonomy.

C. Fostering The Development Of High Self-Directed Learners: A 25-Year Perspective
    Terrence R. Redding, OnLine Training, Inc.
Richard Durr, Motorola University (Retired)
This paper begins with a historical review of amateur radio operators, considering their beginning endeavors of spark gap communications, extending through space communications. The research was further informed by a longitudinal study of 5th, 8th, and 11th grade students, an in-depth study of the development of learning readiness among amateur radio operators, and a similar study of the development of self-directed learning among amateur astronomers.

A. The Significant Role of Learner Autonomy in Surgical Competency and Burnout Among Surgical Residents
    EunMi Park, David W. Eisele, Howard W. Francis, Johns Hopkins University School of Medicine
    Gary J. Confessore, George Washington University (Emeritus)
    Young J. Kim, Johns Hopkins University School of Medicine
Resident burnout is a significant challenge in clinical practice-based workplace learning experiences, where learning outcomes such as competency are an important foundation in safe and quality patient care practice. We examined how learner autonomy profile may relate to surgeons’ burnout reaction and competency attainment outcome.

B. Put Me In, Coach: Self-Regulated Learning as Tactical Power
    Richard Chapman, Christine Seifert, and Curtis Newbold, Westminster College
Based on student feedback and performance, we argue that coaching—particularly performance coaching—is one possible way to encourage and support strategic learning. We assert that coaching is the key to providing strategic moves to learners to help them develop self-regulated learning.

C. Leveraging SDL in Leadership Populations
    Ramona T. Sharpe, Teachers College, Columbia University
This paper will focus on the relevance of SDL in leadership populations, exploring self-directed learning of individuals within leadership populations, in order to understand if any patterns of leverage emerge. This was accomplished utilizing an actual sample of individuals from different business industries and analyzing their corresponding SDLRS scores.

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A. Examining the Relationships between Gratitude and Readiness for Self-Directed Learning in Undergraduate Nursing Students

Kellee R. Vess, University of Tennessee, Knoxville

This study examined the relationships between gratitude and readiness for self-directed learning among nursing students enrolled in a four-year baccalaureate program. Participants completed the Gratitude 6-item Questionnaire, the 40-item Self-Directed Learning Readiness Scale for Nursing Education, and demographic questions. Findings suggest that gratitude is an important resource for self-directed learning.

B. Self-Directed Learning and Academic Success for Community College Students

Vincent Wiggins, Harold Washington College

Self-directed learning provides the opportunity for students to achieve significant academic success based on the students’ specific need for support (Grow, 1991; Guglielmino, 1978; Hyland & Kranzow, 2011; Knowles, 1975). This paper provides the results from a research study that concerned itself with students’ level of self-directed learning to achieve academic success.

C. Coping With Learning Jolts: The Case Of Two Women Pursuing Third Chapter Learning

Jill Woodilla, University of Gothenburg Sweden, and Diana Stork

This case study recounts the experiences of two self-directed learners (the authors) pursuing formal learning opportunities in anticipation of a “third chapter career” (Lawrence-Lightfoot, 2009). Both the adult learners were management educators and considered themselves life-long learners with appropriate attitudes and cognitive and metacognitive skills for their new endeavors. However, each experienced a “sticking point” (Bulik, 2009) that acted as a “learning jolt” and required developing coping strategies that enabled the learners to continue. This experience was different from tensions experienced when facing a new challenging topic in their former professional roles. Subsequent reflections around their learning processes have implications for adult learning theory and practice.

SPECIAL SESSION

"Self" Constructs in Self-Directed Learning (A & B)

Co-chairs: Philippe Carré and Michael Ponton

• "Self" Constructs in Self-Directed Learning

Michael Ponton, Regent University

Associated with self-directed learning are multiple “self” concepts, some of which have multiple definitions. The purpose of this paper is to introduce a few of these concepts (e.g., self-regulation, self-efficacy) as a precursor to this special session as well as discuss the essential role of personal agency in self-directed learning that brings “self” concepts to the forefront of interest.

• It Takes Two to Tango: Recent Data on the Double Dimension of Self-directed Learning

Philippe Carré, University of Paris

Based on Long’s (1989) seminal article on pedagogical vs. psychological control, the present author proposed a further step in the psychological conceptualization of self-direction in learning as characterized by a “double dimension” (Carré, 2002, 2003, 2012, 2014). Self-determination (according to Deci & Ryan, 2002) and self-regulation (Zimmerman, 1989) thus appear as the necessary interacting components of self-directed learning practice, while self-efficacy (Bandura, 1997) acts as an essential common factor of both theories. Recent data from 76 interviews of adult self-directed learners will serve as fresh confirmation of both dimensions in “genuine” self-directed learning practice.
• Impact Study of Entrepreneurial Self-Efficacy and Self-Directed Learning
  Maxime Jore, Novancia Business College, Paris
The purpose of this paper is to determine the effects of an entrepreneurship MOOC on individual learning, particularly in terms of entrepreneurial self-efficacy (McGee et al., 2009) and self-directed learning readiness (Long, 1191; Guglielmino, 1977; Knowles, 1975). We ask whether MOOCs offer a new opportunity to promote the development of entrepreneurship pedagogy based on self-directed learning (Jore, 2012; Carré, 2010).

• Self Regulation and Use of Digital Resources at Work
  Christophe Jeunesse, Paris Ouest University
  Moïse Dero, French Institute of Teacher Training
The present research project focuses on self-regulation practice of engineers within semi-formal learning contexts (Carré, 2015) in the workplace. What is the perceived cognitive impact of reactive self-regulated practice (Zimmerman, 2007) when using ATAWAD* available resources? We hereby make several assumptions about the subjects’ cognitive functioning. It seems to focus less on new knowledge than on the identification of external (human or digital) resources and of the links that help to mobilize them, to establish their mapping and their availability. Does this context bring out new and especially digital skills? What knowledge bases are identified by the subjects as they take control of their digital environment? Do the actors develop contextual strategies and mobilize their environment more than before? These are the questions that a series of semi-structured interviews have investigated, within the framework of an exploratory survey.
*ATAWAD : Any Time, Any Where, Any Device

• Concluding Discussion
  Philippe Carré, University of Paris

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