https://doi.org/10.37420/j.cer.2024.024

Practical Teaching Design of Effective Self-directed Learning in Adult Learners

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Abstract:
Based on the review and combing of the basic concepts of self-authority, this paper adopts the teaching case analysis method to show the process and practice of self-authority learning. This paper summarizes and condenses the characteristics of self-directed learning of adult learners, and puts forward some practical strategies to promote self-directed learning of adult learners.

Key words:
adult learners, efficient, self-directed learning, practical teaching design

1.Introduction

As an important learning method, self-directed learning has become the dominant form of adult lifelong learning (Li Zheng, 2003). Self-directed theory is a more influential student development theory in the United States, founded by Baxter Magolda on the basis of Keegan's self-directed concept. The theory holds that self-dominance is an inner ability to construct self-belief, self-identity and social relationship, spanning three dimensions: cognition, self-identity and interpersonal relationship. The value of self-directed theory lies in its wide application in the field of university affairs, teacher teaching and development.

The concept of self-authority was first proposed by Keegan to describe how people perceive the world, themselves and relationships. Baxter Magolda, based on the change of the United States and the demands of the contemporary United States on the citizenship, developed the theory of self-dominance by referring to Keegan.

2.Literature Review

Based on Wiley Online Library and CNKI, the relevant literature is collected and collated. When searching the literature, Baxter Magolda was the founder of the “self-directed theory” and a representative of research in the field. Margota’s personal page on ResearchGate shows that she has published 63 papers herself.401 results were obtained in Wiley search with “self-authorization” and “student development” as search terms; 617 results were obtained in Wiley search with “Baxter Magolda”; and 247 results were retrieved in CNKI with “self-directed” as search terms. On CNKI, the theme search was conducted under the keyword “self-directed learning”, and through advanced search, a total of seven official papers were found (2003-2016).

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A total of 2 academic papers published by CNKI were found by using the keyword “Effective Self-directed Learning for Adult Learners” (2003).

In the field of pedagogical research, self-directed learning has always been a hot topic for scholars, especially in recent years, such as the inducement, characteristics, methods and strategies of adult learners.

Different from many existing studies, this study adopts the method of case study, showing the process and practice of self-directed learning from the perspective of teacher guidance and organization. This paper summarizes and condenses the characteristics of self-directed learning of adult learners, and puts forward some practical strategies to promote self-directed learning of adult learners.

3. Research Problems and Teaching Case Design

3.1 Research issue

This study focuses on the practical cases of self-directed learning in adult learners. It mainly answers the following four questions: ① What is self-directed learning? ② What are the characteristics of adult learners' self-directed learning? ③ What is the effective self-directed learning practice program for adult learners from the perspective of teacher guidance and organization? ④ How to improve the effectiveness of self-directed learning in adult learners?

3.2 Demonstration and Analysis of Teaching Case Design for Effective Self-directed

Learning of Adult Learners

Unit content: Unit 1 Text A Your College Years

Language Knowledge Obtaining Objectives:

① Mastering vocabulary, phrases, grammar, and other language using rules;

② Knowing passage theme and the passage structure in discourse;

③ Getting a better understanding of the main content and structure of the text.

Ability & Skill Development Objectives:

①Appreciating the formality of the writing style;

②Mastering and trying to use a useful writing technique and rhetorical devices: Antithesis;

③Mastering and trying to use the grammatical knowledge: the using of Object.

Value & Quality Shaping Objectives:

①Cherishing the learning time in university or college, enjoy learning and try to obtain real success in the future life.

②Trying to make personal contribution to the future construction of our country.

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③Recognizing the role of himself or herself in the building community with a shared future for mankind.

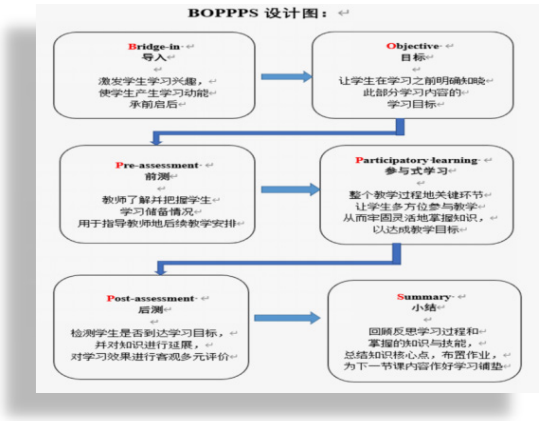
Significant knowledge points in learning:

New words, phrases, long sentences, topic and discourse association recognition in the core main text.

Difficulties in teaching:

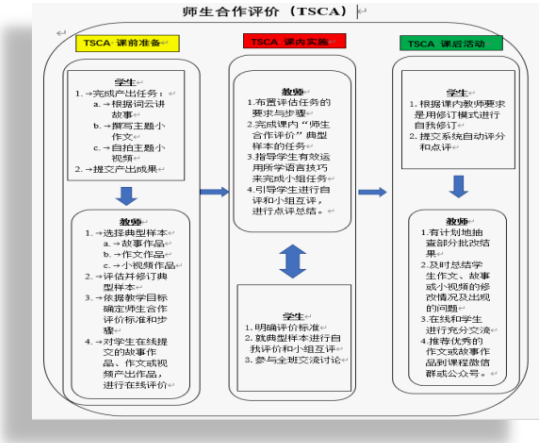
master and be able to use commonly used rhetorical devices-dual.

Teaching Activities and Evaluation Design:



This course teaching design innovation is mainly based on BOPPPS teaching model. BOPPPS is an effective, efficient and beneficial teaching mode. The core of BOPPPS model has two points: first, it emphasizes all-round participatory learning; second, it can get feedback in time to adjust the follow-up teaching activities in order to reach the teaching goal. BOPPPS is a closed-loop teaching model which emphasizes student participation and feedback. It can be divided into 6 stages: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary.

Student Learning Assessment Design:



This paper draws on Engstrom's third generation theory of social and cultural activities AT to realize the two-dimensional comprehensive evaluation of process and termination. To carry out "three combined with three main", i. e. process evaluation and final evaluation, process evaluation, quantitative evaluation and qualitative evaluation, qualitative evaluation, dynamic evaluation and static evaluation. The future plan introduces dynamic evaluation (DA) theory to realize the integration of academic evaluation and teaching evaluation, and pays attention to the future dynamic qualitative cognitive development of students.

[Teaching Procedure]:

BOPPPS 6 Steps

Teaching Activity 1: Lead-in (Theme Introduction)

The introduction and introduction of video courses are carried out by the course intelligent virtual person assistant teacher.

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Teaching Activity 2: Warm-up Activity

Playing video clip 1: "First-year students talk college expectations"

First, organize the students to answer the questions in writing through the topic discussion activities on the learning platform, and mobilize the students to answer 1-2 questions on the questions.

·What are your expectations for college life?

·What do you think your favorite class will be?

·What do you think your least favorite class will be?

·Have you found any differences between your expectations and your college experience?

·Describe what you think college will be like in one word?

Teaching Activity 3: Bridge-in activity (import activity)

Play short video 2: "What is higher education?"

Please discuss it with your partners based on Video clip 2 & talk about your own experiences.

First, organize a short discussion and brainstorming session, then organize the students to answer the questions in writing through the topic discussion activities on the learning platform.

Teaching Activity 4 : Learning Objectives

The teacher combs the three-dimensional teaching objectives (knowledge objectives, ability objectives and emotional value objectives) of this unit. Let the students clearly study the three levels of objectives and learning objectives of this unit.

Teaching activity 5: Pre-assessment (pre-test activity)

Pre-test Activity 1: Check students' knowledge of the authors of this article by learning to scramble; collect information about Erik H. Erickson; and search for information about Erickson's Developmental Stages before class.

Watch a video clip of Eriksen's eight-stage development theory and complete the blank-fill exercise to learn more about the background knowledge of the text.

Teaching Activity 6: Participation in Interactive Activities

Participate in Interactive Activity 1: New Vocabulary Mastering: Lead students to listen to the audio, lead students to read the new words together, choose the new words.

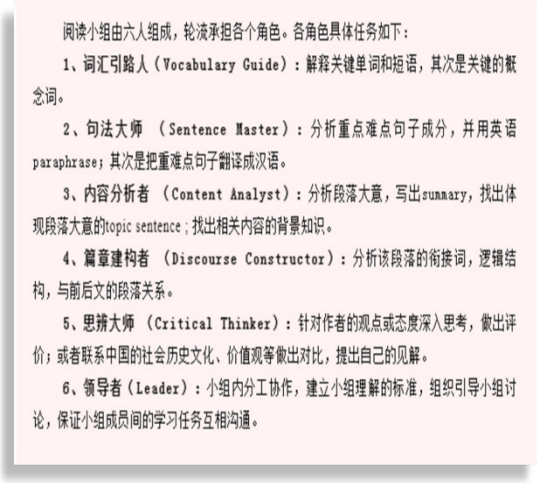
Participate in Interactive Activity 2: New Phrases Mastering: Lead students to read new phrases and select new phrases.

Participate in Interactive Activity 3: Text Organization Construction: Divide the structure of the article

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and summarize the main ideas of each section. Lead the students to control the logical relationship between the structure of the article and the parts.

Participate in Interactive Activity 4: Organize students into groups to carry out ARC: Article Reading Circles, ①Vocabulary Guide: Explain key words and phrases, followed by key concept words. ②Sentence Master: Analysis of key difficult sentence components and translation of difficult sentences into Chinese. ③Content Analyst: Analysis of paragraphs and summary of paragraphs, find out the background knowledge of relevant paragraphs. ④Discourse Constructor: Analyzes the cohesion, logical structure, and relationship between the paragraph and the paragraph before and after. ⑤Critical Thinker: Think deeply about the author's point of view or attitude, or make a comparison with China's social, historical, cultural, and values. ⑥Leader: Work in groups, establish standards of group understanding, organize and guide group discussions, and ensure that learning tasks are communicated among group members.



阅读小组由六人组成，轮流承担各个角色。各角色具体任务如下：

1、词汇引路人（Vocabulary Guide）：解释关键单词和短语，其次是关键的概念词。

2、句法大师 （Sentence Master）：分析重点难点句子成分，并用英语paraphrase；其次是把重难点句子翻译成汉语。

3、内容分析者 （Content Analyst）：分析段落大意，写出summary，找出体现段落大意的topic sentence；找出相关内容的背景知识。

4、篇章建构者 （Discourse Constructor）：分析该段落的衔接词，逻辑结构，与前后文的段落关系。

5、思辨大师 （Critical Thinker）：针对作者的观点或态度深入思考，做出评价；或者联系中国的社会历史文化、价值观等做出对比，提出自己的见解。

6、领导者（Leader）：小组内分工协作，建立小组理解的标准，组织引导小组讨论，保证小组成员间的学习任务互相沟通。

Participation in Interactive Activity 5:

In view of the first natural paragraph of the text, make a group report by role. After the presentation, teachers and students will evaluate each other and reward each other for excellence.

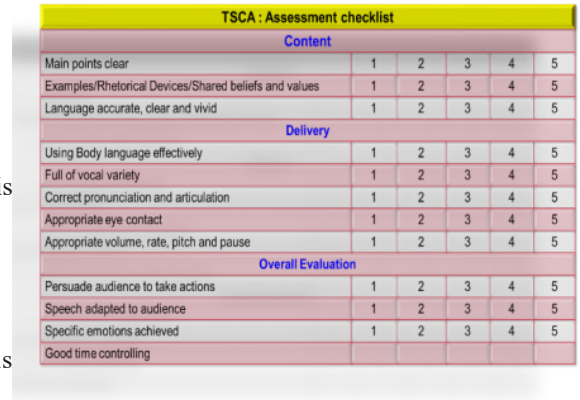
Participation in Interactive Activity 6:

Language points and difficult sentences

Participation in Interactive Activity 7:

Word Building Learning

Explain the three main rules of word formation in this unit: Explain the first rule of word formation on time.



TSCA : Assessment checklist					
Content					
Main points clear	1	2	3	4	5
Examples/Rhetorical Devices/Shared beliefs and values	1	2	3	4	5
Language accurate, clear and vivid	1	2	3	4	5
Delivery					
Using Body language effectively	1	2	3	4	5
Full of vocal variety	1	2	3	4	5
Correct pronunciation and articulation	1	2	3	4	5
Appropriate eye contact	1	2	3	4	5
Appropriate volume, rate, pitch and pause	1	2	3	4	5
Overall Evaluation					
Persuade audience to take actions	1	2	3	4	5
Speech adapted to audience	1	2	3	4	5
Specific emotions achieved	1	2	3	4	5
Good time controlling					

Participation in Interactive Activity 8:

Rhetorical Devices Identifying & Using Antithesis

Four types of Antitheses

Teaching activity 7: Post-assessment: (post-test activity)

Post-testing activities are set based on the emotional objectives of human quality in this unit:

See the video clip and try to deliver a short presentation about: "How to establish ambition to make contribution to our country construction?"

Have students watch a bilingual video entitled "How to establish an engagement to make a commitment

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to our country construction?" How to learn, aspire, and serve the country. Sublimate the theme of this unit to achieve the goal of emotional value.



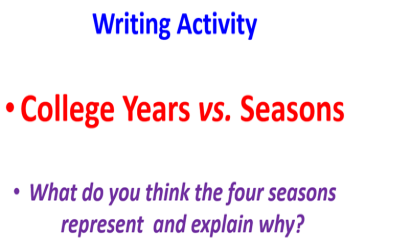
Teaching activity 8: Summary: (summary after class)

Again, students were guided to review the 3D learning objectives of this module:

To Know, To Empower, To Act

Teaching Activity 9: Assignment:

Writing Creative Composition: “My College Days and Seasons”



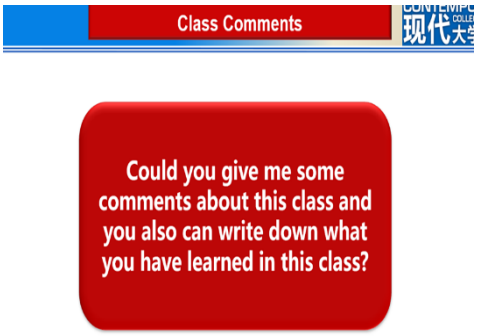
Teaching Activity 10: Course comments and Feedback:

Ending Encouragement

Love and cherish your valuable college life!

Make great contribution to the building community with a shared future for mankind.





5. Proposing Strategies to Improve the Effectiveness of Self-directed Learning in Adult Learners

Based on the above analysis of adult learners’ self-directed learning and the presentation of teaching design cases, the following three suggestions and strategies are put forward to improve the effectiveness of adult learners' self-directed learning:

5.1 Building Social Support System for Adult Self-directed Learning

The subject-adult personality in self-directed learning has strong independence and self-control in learning. They are good at finding and utilizing learning resources. However, "independence does not mean loneliness". People's knowledge and ability are limited, and it is unrealistic for anyone to solve the contradictions of the unknown in a changing and developing world entirely on their own. The same is true of self-study, which does not exclude help, counseling and guidance from others. As Learning to Survive - Today and Tomorrow

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of the Educational World states: "Self-study, especially with help, is of irreplaceable value in any educational system. “It can be seen that today's self-study is not the traditional closed learning mode, it is becoming more and more socialized, self-study activities must also be integrated into the whole society. Therefore, the whole society should pay more attention to and help the self-taught, set up a guidance system for self-taught, actively explore the potential of society, mobilize all forces, and create a good environment and conditions for self-taught.

5.2 Multi-dimensional, Multi-view and Multi-way Motivation for Adult Learning

Self-study is not an imposed task, it is a proactive way of living. Generally speaking, the purpose and motivation of adults to study are very clear, in order to solve real production and life problems. Therefore, adults choose subjects according to their real production and life needs, so that they can apply their knowledge and skills quickly and effectively to practical work and life. However, because of the characteristics of adults themselves, their learning is susceptible to many factors to interfere. And they are still able to persevere without systematic teaching materials, specialized teachers and time guarantees, and motivation is a strong pillar. Therefore, whether adults can maintain a good motivational state in the course of learning directly affects their enthusiasm and efficiency. As some scholars put it: "Motivation is a very effective factor in the process of learning. It not only can form learning activities effectively, but also can improve learning effect and promote learning activities.” In the process of adult learning, therefore, pay attention to motivation: providing them with information on diverse educational activities, meeting their diverse learning needs, and timely feedback on learning outcomes.

5.3 Establish a brand-new Recognition System of Learning Achievement

The development of lifelong education and the construction of a learning-oriented society require the study and formulation of new certificates that take into account all the abilities acquired. Today, however, the recognition of a person's ability is largely based on a diploma, which is a failure for a young person who has no diploma and wants to advance, and affects his or her employment and life.

Therefore, in order to encourage and guide the self-study activities of adult self-learners, it is necessary to establish a new recognition system for their learning achievements. Only in this way can learners’ enthusiasm for learning be aroused, and their potential qualities and abilities can be fully demonstrated through part-time learning.

6. Conclusion

This paper focuses on self-directed learning of adult learners, showing the process and practice of self-directed learning from the perspective of teacher guidance and organization.

The research shows that to improve the self-directed learning effectiveness of adult learners, we need to start from three aspects: to establish a social support system for adult self-directed learning;

There are still two shortcomings in this paper: (1) The effectiveness of self-directed learning for adult learners will be influenced and restricted by many factors, especially by its location. (2) The teaching design case

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in this paper is only one of the courses of English majors: Basic English, as a case of teaching practice, has some limitations in subject attributes and should be taken into account.

There are still many research directions and perspectives on this subject: how to combine self-directed learning with motivation, how to improve self-efficacy, how to construct the intrinsic motivation of self-directed learning.

Funding

1.This paper is the general project of Tianjin Education Science Planning Project in 2021 ("14th Five-Year Plan Project"): "Research on Speech, Power and Identity Construction of Low Power People in College Students' Language Competition", (provincial and ministerial research project, project No.: CIE210144).

2.This paper is the phased achievement of the 2023 Tianjin Municipal Education Commission Scientific Research Program Project: "Research on the Cultivation Path and Development Strategy of English Majors' Critical Thinking Ability under the Perspective of Multiple Intelligences Theory", (Project No. 2023SK149).

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