An Innovative Approach Towards Self-Directed Learning (SDL)

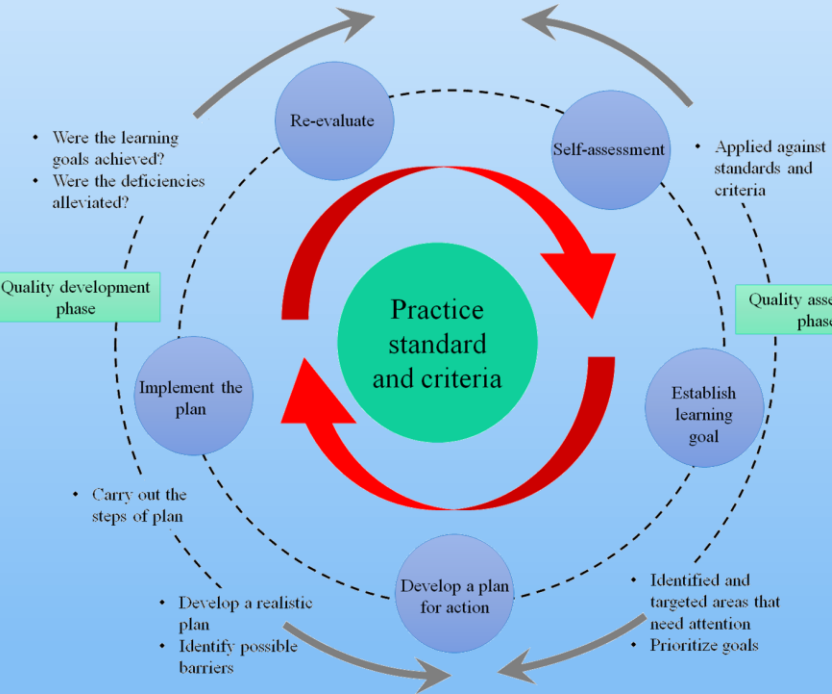Mamta (CSED)   Bhubaneswar Kumar (SoM)   Anjanee Kumar Mishra (EIED)   Prabhat Chand Yadav (MED)

Aim:

To indulge students in self-regulated learning so that they can monitor and direct their progress and reflect upon it.
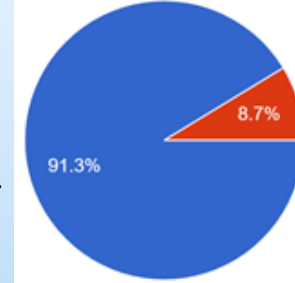
SDL Model [4] :

Enhances Leaning Experience

91.3% / 8.7%

Induces creative Ideas

69.6% / 30.4%

Constructive Feedback

73.9% / 26.1%

Develops interest

95.7%

Theoretical knowledge vs practical implication

1 (3.2%)   0 (0%)   4 (12.9%)   11 (35.5%)   15 (48.4%)

Feedback Responses of Students Case Study 2:

SDL in the form of a video assignment was introduced to the UG 1st year COE students for the course of Manufacturing Process (UTA026)

Motivate to learn

77.4% / 16.1%
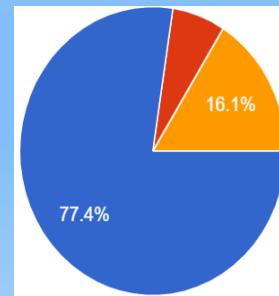
Interest in learning

48.4% / 48.4%
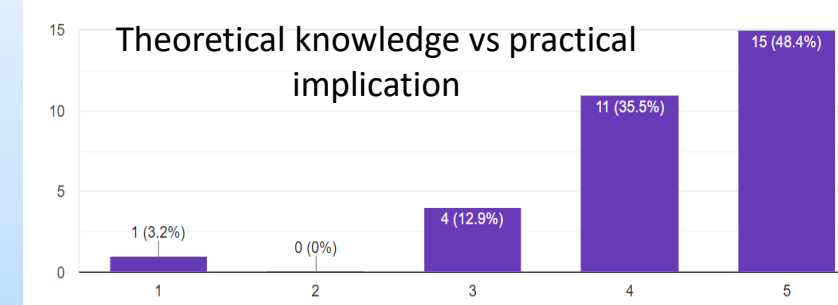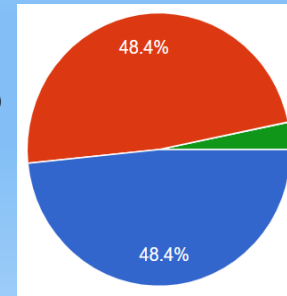
Impact:

- Multiple comparisons during peer review enhanced peer collaboration.
- Internal feedback helped students monitor and direct their progress during the activity, thus improving their overall learning experience.
- Every student is engaged in multiple tasks like assessing peer work, providing constructive feedback, and learning from others' work, which resulted in creative thinking.

References:

[1] Nicol, D. (2020). The power of internal feedback: exploiting natural comparison processes. Assessment & Evaluation in Higher Education, 1–23. https://doi.org/10.1080/02602938.2020.1823314.
[2] Nicol, D., and S. McCallum. (2021). "Making internal feedback explicit: Exploiting the multiple comparisons that occur during peer review." 424-443, https://doi.org/10.1080/02602938.2021.1924620.
[3] O'Neill, McMahon (2005). Student-centred learning: What does it mean for student and lectures. In: Emerging Issues in the Practice of University Learning and Teaching.
[4] Asadoorian, J., & Batty, H. P. (2005). An evidence-based model of effective self-assessment for directing professional learning. Journal of dental education, 69(12), 1315-1323.
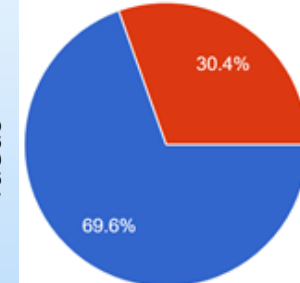
Feedback Responses of Students Case Study 1:

SDL in the form of a comparison-based activity was introduced to the UG 1st year CSBS students for the course of Statistical Modeling (UCT202).
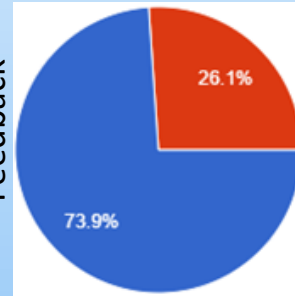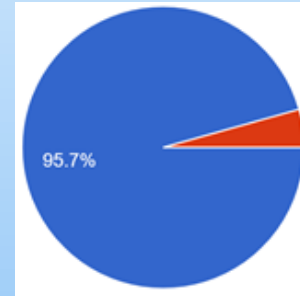
CAPSL 2021-22 'New Directions' Showcase