

Unleashing the Power of Self Directed Learning

Excerpts for understanding and completing Plan for Change in Course Project Part III.

Learning Points:

Below are the major “learning points” from the discontinuities in the self directed learning process:

- Engage your passion and create your dreams; and
- Know thyself!
- Identify or articulate both your strengths (those aspects of yourself you want to preserve) and your gaps or discrepancies of your Real and Ideal Selves (those aspects of yourself you want to adapt or change); and
- Keep your attention on characteristics, forces or factors—do not let one become the preoccupation!

All of the above learning points can be achieved by finding and using multiple sources for feedback about your Ideal Self, Real Self, Strengths, and Gaps.

- Create your own personal learning agenda!
- Experiment and practice and try to learn more from your experiences!
- Find settings in which you feel psychologically safe within which to experiment and practice! And
- Develop and use your relationships as part of your change and learning process!

Signposts on the Path to Change and Learning

In guiding yourself or others through the self-directed learning process, **the learning points (noted above) can be used as signposts, or benchmarks.** Please remember, people do not gain these discoveries or experience the epiphany of the discontinuity in a smooth manner. One person may take minutes to achieve a breakthrough of one discovery, and yet another discovery may take several days, weeks, months, or even years.

The signposts on the path to self-direct learning are:

- 1) Has the person engaged their passion and dreams? Can they describe the person they want to be, the life and work they want to have in the future? Can they describe their Ideal Self?
- 2) Does the person know himself or herself? Do they have a sense of their Real Self?

- 3) Can the person articulate both their strengths (those aspects he/she wants to preserve) and gaps or discrepancies between their Real and Ideal Selves (those aspects he/she wants to adapt or change)?
- 4) Has the person kept their attention on both Strengths and Gaps— not letting one become the preoccupation?
- 5) Does the person have their own personal learning agenda? Is it really their own? Can the elements of the plan fit into the structure of their life and work? Do the actions fit with their learning style and flexibility?
- 6) Is the person experimenting and practicing new habits and actions? Is the person using their learning plan to learn more from their experiences?
- 7) Has the person found settings in which to experiment and practice in which he/she feels psychologically safe?
- 8) Is the person developing and utilizing his/her relationships as part of their learning process? Do they have coaches, mentors, friends, and others with whom they can discuss progress on their learning agenda? Do they have relationships with whom they can explore each their new behavior, habits, new Ideal Self, new Real Self, new strengths and gaps as the process unfolds?
- 9) Are they helping others engage in a self-directed learning process?