

BECOMING A SELF-DIRECTED LEARNER: EXPERIENCE, LOGIC, APPLICATION, AND INNOVATION

A ROUNDTABLE PRESENTATION

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EXTENDED ABSTRACT

As professionals in higher education, our goal is to foster an environment where students begin to facilitate and direct their learning journeys. From this perspective, Yarbrough and Hughes developed a learning process called *Experience, Logic, Application, and Innovation*. The technique facilitates self-directed learning based on a four-step information gathering process involving reflection on Experience, Logic, Application and Innovation (ELAI). Specifically, students are taught to frame new information within four boundaries: reflection on previous personal experience, logical review of research and expert opinions, application of knowledge and potential for innovation. With a scaffolded learning experience, students will apply the ELAI process to gain personalized understanding of the following 10 skills as they relate to the student's own learning experience:

1. Becoming a Self-Directed Learner
2. Goal Setting
3. Learning Styles and Preferences
4. Learning Community
5. Writing for Effectiveness
6. Speaking for Effectiveness
7. Leadership
8. Team Development
9. Critical Thinking
10. Reflection

The purpose of offering the *Becoming a Self-Directed Learner: Experience, Logic, Application and Innovation* process is to support students in choosing to shift towards self-directed learning. In applying the book, the authors seek the following outcomes:

- Supporting the development of self-directed learning skills in first year college students through reading and discussion of adult learning theory.
- Supporting the development of self-directed learning skills in first year college students through scaffolded self-reflection.

Based on initial feedback, it is clear that there are at least three implications of this project and research. First, the book and feedback will help educators identify a foundation of information that can be used to help first year students achieve long term academic success. Second, the project and research has potential to support efficient teaching practices specific to first year students. Third, the project and research has potential to support university application of funding in a way that is specifically preparing students to become lifelong learners.

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