Principles of Adult Learning: Self Direction & Participation

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Components of Self Direction

**Planning**

The learner is encouraged to pursue development within a defined framework.

- Well-defined role-based development paths
- Comprehension of the role’s competency requirements
- Understanding of the standards for competence assessment
- Clear training progressions
- Opportunity to access training and support easily and often

**Facilitation**

Learners take the initiative to engage in learning with limited direction.

- Discovery vs. Instruction (telling isn’t training)
- Opportunities for trial and error
  – learning from mistakes
- Active problem-solving and application of processes
- Post-learning support reinforces performance and produces the desired outcome

**Evaluation**

The learner can measure their own performance against the standard.

- Provides a context and justification for learning.
- Reinforces formal assessment and provides motivation

**Before**: What are the gaps I need to fill? What are the standards?

**During**: How am I progressing against the standard?

**After**: How will I improve the quality of my performance?
“For the things we have to learn before we can do them, we learn by doing them.”

Aristotle

*The Nicomachean Ethics*
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