LOCALLY DEVELOPED COURSE OUTLINE

Self Directed Learning15-3

Submitted By:

The Calgary Roman Catholic Separate School Division

Submitted On:

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

The essential understandings of *Self Directed Learning 15 (3 credits)* are to:

- support students in providing them with the skills necessary to become self-directed learners and assist students in attaining their academic goals through personalized self-direction

- help students discern and enhance learning strategies and philosophies that they may or may not be using effectively

- expose students to new ideas and learning strategies which promote flexibility within their learning context

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Self Directed Learning 15 is designed to empower students in their learning journey by building the competencies necessary to be successful as a self-directed learner. This is accomplished by focusing on the individual learning needs of students and meeting the learner where they presently are, and support them toward self-determined goals.

This course facilitates the essential relationship between teacher and student. Students in collaboration with their teachers will:

- learn how to become an effective self-directed learner

- increase their knowledge of the secondary educational setting

- enhance their time management and organizational skills and increase their understanding of the routines, procedures and language used within a self-directed learning environment

- develop an educational working relationship as a result of personalized instruction

- acquire learning strategies specific to a self-directed learning model

Student Need (formerly: Rationale)

Many students go through school and achieve reasonable grades yet never acquire the knowledge and skills to apply what they have learned. While most students are natural learners, they tend to give very little or no thought to the manner in which they learn. As they progress through high school and post secondary study, students may become increasingly challenged by a new teacher, a new learning style, or a new subject that they have not yet studied.

 These new academic and social experiences are a time for personal growth as things become more challenging and it feels like there is less time to learn. The transition and growth can be much more enjoyable if students are willing to learn, develop or enhance their personal learning style.

In its April 2010 Executive Summary for Inspiring Education, the steering committee cites "a focus on competencies would move education to a process of inquiry and discovery - not just the dissemination of information and recall of facts," (p. 4). The Minister of Education also directs schools to develop core competencies in its Framework for Student Learning (#001 2013).

Through the Self Directed Learning 15 course, students will cover the following competencies to benefit their long-term growth journey: critical thinking, problem solving, decision making; creativity and innovation; communication, digital and technological fluency; lifelong learning, personal management and well being; collaboration and leadership. This course empowers the student to take more responsibility in decisions that will affect their education and requires students to become active and engaged learners.

Scope and Sequence (formerly: Learner Outcomes)

The essential understandings of Self Directed Learning 15 (3 credits) are to help students grow as self directed learners and to assist students in attaining their academic goals. The core concept of this course is to allow students to build a skill set to support self-direction through:

• self-advocacy

• developing resilience

• time management

• building learning relationships

As learners, students already possess many learning strategies that they will want to retain and strengthen and other strategies that they may not yet effectively utilize. Throughout this course students will broaden their understanding of how they learn, consider new ideas, approaches, and strategies for learning, and try these techniques within their learning environment. Furthermore, the Executive Summary for Alberta Education's Inspiring Education asks:

How do we ensure the child born this year can adapt to the many changes ahead? As importantly, how do we help children discover and pursue their passions? How do we help them make successful transitions to adulthood? And how do we help them become life long learners who contribute to healthy, inclusive communities and thriving economies? Exploring self-directed learning strengthens our understanding of relationships to help us make meaning of ourselves as lifelong learners. Analyzing self and using our personal experiences allow us to foster our ability and willingness to become lifelong self-directed learners. Engaging with various forms of communication and expression will allow students to represent and interpret their own understanding of lifelong learning. It is also important to consider how planning can support our individual learning styles.

Through personalized self directed learning an adolescent student can adapt to change through day to day decision making about their work and interests; they can pursue their passions throughout each day as they decide what to work on, where and for how long; they begin to make mature, "adult" decisions that lead to a successful high school

experience; they learn the skill of metacognition in which they learn about their learning each day in a highly tolerant, inclusive community .

Guiding Questions (formerly: General Outcomes

1   What characteristics are necessary to become an effective self-directed learner?

2   What are my strengths and weaknesses within a self-directed learning environment and how can I improve my weaknesses?

3   How can I apply and share what I know about myself in communication and planning for implementing growth as a learner? How can an awareness of my strengths and weaknesses in a self-directed learning environment influence my learning?

Learning Outcomes (formerly: Specific Outcomes)

1 What characteristics are necessary to become an effective self-directed learner?	**15-3**
1.1 Identify and develop an understanding of the specific culture and practice in a self-directed learning environment.	X
1.2 Exhibit the value of self-advocacy in a self-directed learning environment.	X
1.3 Recognize the value of interpersonal skills in a self-directed learning environment.	X
1.4 Describe the Information Processing requirements of a self-directed learner	X
1.5 Recognize the Selecting Main Ideas requirements of a self-directed learner.	X
1.6 Understand effective Test Strategies requirements of a self-directed learner.	X
1.7 Identify and explore the attitude necessary for a self-directed learner.	X
1.8 Identify and explore the Motivation requirements of a self-directed learner.	X
1.9 Recognize and assess the Anxiety requirements of a self-directed learner.	X
1.10 Demonstrate the Concentration requirements of a self-directed learner.	X
1.11 Practice Time Management requirements of a self-directed learner.	X
1.12 Investigate the Self-Testing requirements of a self-directed learner.	X
1.13 Investigate the Study Aids requirements of a self-directed learner.	X

2 What are my strengths and weaknesses within a self-directed learning environment and how can I improve my weaknesses?	**15-3**
2.1 Analyze strengths and weaknesses, within the concept of: Skill.	X
2.2 Analyze strengths and weaknesses within, the concept of: Will.	X
2.3 Analyze strengths and weaknesses within, the concept of: Self-Regulation.	X
2.4 Analyze strengths and weaknesses, within the concept of: Attitude.	X
2.5 Analyze strengths and weaknesses, within the concept of: Motivation.	X
2.6 Analyze strengths and weaknesses, within the concept of: Time Management.	X
2.7 Analyze strengths and weaknesses, within the concept of: Anxiety.	X
2.8 Analyze strengths and weaknesses, within the concept of: Concentration.	X
2.9 Analyze strengths and weaknesses, within the concept of: Information Processing.	X
2.10 Evaluate and analyze strengths and weaknesses, within the concept of: Selecting Main Ideas.	X
2.11 Evaluate and analyze strengths and weaknesses, within the concept of: Study Aids.	X
2.12 Evaluate and analyze strengths and weaknesses, within the concept of: Self-Testing.	X
2.13 Evaluate and analyze strengths and weaknesses, within the concept of: Test Strategies.	X

3 How can I apply and share what I know about myself in communication and planning for implementing growth as a learner? How can an awareness of my strengths and weaknesses in a self-directed learning environment influence my learning?	**15-3**

3.1 Apply Skill (Information Processing, Selecting Main Ideas, and Test Strategies) knowledge to become a self-directed learner.	X
3.2 Apply Will (Attitude, Motivation, and Anxiety) knowledge to become a self-directed learner.	X
3.3 Apply Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) knowledge to become a self-directed learner.	X
3.4 Apply the Skill (Information Processing, Selecting Main Ideas, and Test Strategies) knowledge to become a self-directed learner.	X
3.5 Apply the Will (Attitude, Motivation, and Anxiety) knowledge to become a self-directed learner.	X
3.6 Apply the Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) knowledge to become a self-directed learner.	X
3.7 Investigate, self-reflect and prioritize area of Skill (Information Processing, Selecting Main Ideas, and Test Strategies) growth required to become a self-directed learner.	X
3.8 Investigate, self-reflect and prioritize area of Will (Attitude, Motivation, and Anxiety) growth required to become a self-directed learner.	X
3.9 Investigate, self-reflect and prioritize area of Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) growth required to become a self-directed learner.	X

Facilities or Equipment

Facility

No unique facilities are required for this course.

Facilities:

Equipment

No unique equipment required for this course.

Learning and Teaching Resources

Suggested Learning and Teaching Resources:

Alberta Education, *Teaching Thinking: Enhancing Learning. A Resource*

Book for Schools ECS to Grade 12. Minister of Education, Alberta Education, Curric
Branch, 1990.

Alberta Learning, *Make School Work for You: a Resource for Junior andSenior High
who Want to be More Successful Learners*, 2002.

Alberta Education, Inspiring Education☐A Dialogue With Albertans. Steering Commi
Report, 2010.

Alberta Education. Inspiring Education. https://inspiring.education.alberta.ca/

Alberta Education, Framework for Student Learning: Competencies for Engaged Thi
Ethical Citizens with an Entrepreneurial Spirit, 2011.

Barton, Mary Lee, *Teaching Reading in the Content Areas*. McRel, Mid☐Continent F
for Education and Learning, 2001.

Barton, Mary Lee et al. *Teaching Reading in Science*. McRel, Mid☐Continent Resea
Education and Learning, 2001.

Barton, Mary Lee et al., *Teaching Reading in Social*. McRel, Mid☐Continent Researe
Education and Learning, 2001.

Barton, Mary Lee et al., *Teaching Reading in Math*. McRel, Mid☐Continent Researcl
Education and Learning, 2001.

Karpov, Yuriy V.,*Vygotsky for educator* Cambridge Cambridge University Press 2014

LASSI☐HS (High School
Version). http://www.hhpublishing.com/_assessments/LASSI☐HS/index.html

Tate, Marcia, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Eng
Brain.* Corwin Press Incorporated, 2003.

Trump F. Lloyd, *A school for everyone: Design for a middle, junior, or senior high sc.
combines the old and the new.* Chicago Rand McNally, 1970

von Glasersfeld E., *Radical Constructivism: A Way of Knowing and Learning.* Falme
London (1995a).

Sensitive or Controversial Content

No sensitive or controversial content identified.

Issue Management Strategy

Health and Safety

No health or safety issues identified.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap: CALM 20, Personal Psychology 20, General Psychology 20, and Health Services Foundations (HSS1010)

Identified Overlap:

• CALM 20: Dimensions of Wellness, Attitudes, Values and Lifelong Learning

• Personal Psychology 20: None

• General Psychology 20: Principles of Learning, Learning and Thinking, Acquiring, Processing and Retaining Information, Facing Frustration and Conflict

• Health Services Foundations (HSS1010): None
Reasoning as to Why LDC Is Necessary:

There is minimal overlap. General Psychology 20 focuses on the theory whereas SDL 15 is focused on building skills. CALM 20 is about preparing students to become adults in the future whereas SDL 15 is about becoming a conscious student in the moment to prepare for future skills and lifelong learning.
Locally Developed Course With Overlap: Learning Strategies 15/25/35

Identified Overlap:

• Test taking, resiliency, time management and organizational skills
Reasoning as to Why LDC Is Necessary:

SDL 15 is an orientation to learning how to learn in a self-directed learning environment. Learning Strategies is intended to involve ongoing progress over three years. SDL 15 is intended for the general population for one semester whereas Learning Strategies is intended for diverse learners at three different levels.

Student Assessment

No unique assessments required for this course.

Course Approval Implementation and Evaluation