

Contents

Orientation	7
-------------------	---

PART I—THE LEARNER

For the Learner	9
-----------------------	---

Setting a Climate, 9

Diagnosing Needs for Learning, 11

Designing a Learning Plan, 12

Inquiry Project No. 1, 14

Inquiry Project No. 2, 18

Inquiry Project No. 3, 23

Inquiry Project No. 4, 25

PART II—THE TEACHER

For the Teacher	29
-----------------------	----

Setting a Climate, 29

Defining a New Role, 31

Developing Self-Directed Learners, 39

Implementing the Role of Facilitator, 44

PART III—LEARNING RESOURCES

General	59
A. <i>Comparison of Assumptions and Processes, 60</i>	
B. <i>Competencies of Self-Directed Learning, 61</i>	
C. <i>Learning Contact, 62</i>	
Climate Setting and Relationship Building	64
D. <i>The Self-Concept of a Self-Directing Person, 64</i>	
E. <i>Relationship Building Exercises, 71</i>	
F. <i>Consultation Skill-Practice Exercise, 75</i>	
Diagnosing Learning Needs	81
G. <i>Self-Assessment Exercise, 81</i>	
H. <i>A Content-Course Self-Assessment Instrument, 92-93</i>	
Formulating Objectives	94
I. <i>Some Guidelines for Stating Objectives, 94</i>	
Using Learning Strategies and Resources	99
J. <i>Questioning Strategies and Techniques, 99</i>	
K. <i>Relating Methods to Objectives, 104</i>	
L. <i>Exercise in Reading a Book Proactively, 105</i>	
M. <i>Exercise in Using Human Resources Proactively, 108</i>	
Evaluation	110
N. <i>Types of Evidence for Different Objectives, 110</i>	
O. <i>Some Examples of Rating Scales, 112</i>	
Appendix—Guidelines for Contract Learning	129