# 2.4 Pedagogical Approach

A pedagogical approach refers to the method or strategy that a teacher uses to deliver instruction and facilitate learning. It encompasses the underlying beliefs, techniques, and practices employed to help students acquire knowledge, skills, and values. One approach we promote is **Self-directed Learning (SDL).**

Figure 2.3: Self-directed Learning (SDL)

**Self-Directed Learning (SDL)** is recognized as an important approach for developing life and career skills that prepare students for further education and the workforce.

SDL has two key characteristics:

**Personal Responsibility:**

- Students are expected to take ownership of their learning. This means they set their own learning goals and accept responsibility for their thoughts and actions.
- They make decisions about what and how to learn, maintaining control over many aspects of their learning process.

**Social Interaction:**

- Even though SDL focuses on personal responsibility, learning typically happens in a social setting.
- Students interact with teachers and other learners, which can enhance understanding and spark further interest in the subject.
- SDL involves negotiation between the teacher and learners about learning goals, methods, activities, and assessments.
- This dynamic teaching-learning process empowers students to take charge of their own learning while collaboratively engaging with teachers and peers to achieve deeper understanding and meaningful outcomes.

## Key Components and Indicators of SDL

The operational framework of SDL includes five essential components: goal setting, self-planning, self-monitoring, self-evaluation and revision.

| SDL Components | Description |
|---|---|
| **1. Goal-setting** | • Students identify own learning goals and learning activities. |

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| **2. Self-planning** | • Students regulate and plan the detailed decisions and arrangements related to their own learning, such as creating a schedule outline and planning tasks. |
| **3. Self-monitoring** | • Students self‐manage their own time.<br>• Students monitor own their own repertoire of learning strategies.<br>• Students adjust their own learning pathway as they progress. |
| **4. Self-evaluation** | • Students are aware of the assessment criteria.<br>• Students critically evaluate their work according to the set criteria. |
| **5. Revision** | • Students revise their work based on the feedback received from their teachers or peers at various stages.<br>• Students reflect on their own learning and apply what they have learnt to new contexts. |

## Reference

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