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.
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. • Students monitor own their own repertoire of learning strategies. • Students adjust their own learning pathway as they progress.
4. Self-evaluation	• Students are aware of the assessment criteria. • 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. • Students reflect on their own learning and apply what they have learnt to new contexts.

Reference

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Revision #8
★Created 2025-10-21 10:03:37 UTC by Oscar LO
Updated 2025-12-18 03:18:30 UTC by Oscar LO