

EXPERIMENTAL COURSE: SELF-EDUCATION - THEORY, PRACTICE AND PROGRAMS

SUMMER SESSION 1981

INSTRUCTOR: Dr. Maurice Gibbons

Monday & Wednesday, 12:30 - 4:20

LOCATION: Campus

In self-education individuals select , plan and manage their own learning and development. In this course students study the nature of self-education, the principles of practice in educating oneself, appropriate instruction for teaching others to be effectively self-educating, and the process of developing programs, materials and resource networks for self-education. Class sessions are divided between presentations in these topics and practical application in workshop and field activities. This course is of particular interest to teachers in all forms of education who wish to emphasize self-directed learning in programs they design for themselves or their students.

Working individually and in collegial teams, students will conduct four projects of their own design to achieve objectives relating to the theory of self education, and competencies in its practice. Walkabout, Challenge Education and The Self-Directing Professional workshop are included in this course.

Required Texts

Malcolm S. Knowles, Self-Directed Learning.

Maurice Gibbons (ed.) Readings in Self-Education
(mimeographed selections from the attached bibliography).

COURSE CONTENT

I The Nature of Self-Education

1. Definitions of the term: Learning or education? Of the self or by the self?
2. Basic concepts: self-direction, self-discipline, self-motivation, self-development.
3. Comparison with Prescribed Education and Spontaneous Learning.

II Perspectives on Self-Directed Achievement

1. Awareness, Concentration and Control (Eastern Philosophies and the Will).
2. Actualizing One's Potential (The Human Potential Movement).
3. Managing One's Environment (Behavioral Self-Control).
4. Highroad to Success and Happiness (Self-help: Pure and Positive Thinking).

III Perspectives of Influencing the Patterns of Personal Development

1. Psychosocial Perspectives (Erikson, Levinson).
2. Psychological Perspectives (Gilmore, Frankl).
3. Psychoanalytic Perspectives (Horney, Schiffman).
4. Philosophical Perspectives (Polanyi, May).
5. Interdisciplinary Perspectives (Becker, Pearce).

IV The Self-Education Process

1. Self-Education as a Life-long Process (Gross).
2. The Self-educating Person: Studies of Lives (Goertzels) and Common Practices (Tough).
3. Patterns, Transitions, Crises and Resolutions.
4. Traits, Skills and Conditions for Productive Self-Education.

V Education for Self-Education

1. The Contradiction: Teaching for Self-Teaching.
2. Creating the Conditions, Teaching the Skills, Cultivating the Traits
3. Teacher as model, mentor, guide, counsellor and broker.
4. Developing programs and organizing resources.

VI Programs for Self-Education

1. Analyzing the programs systematically.
2. Independent study, individualized and personalized instruction.
3. Open, cooperative and community education.
4. Enrichment programs for the special student.
5. Walkabout, Challenge, Self-education.

VII Toward a Theory of Self-Education

1. Educating one's self.
2. Education for self-education.
3. The future: social, technological and education change.

SELF-EDUCATION: THEORY AND PRACTICE

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