

Subject Area: Study Skills/ Organization/ Learning Strategies

Grade Levels: K-12

Title of Instructional Method: (SRSSDL) Self-rating scale of self-directed learning

Description of Directional Method: The SRSSDL is a self-rating instrument developed for measuring the level of self-directedness in one's learning process.(Willamson,2007) The SRSSDL is a list of questions that helps the teacher determine where a child is in their self-directed learning attitude and to figure out their strengths and weaknesses.

Example questions: Response Key: 5 = Always 4 = Often 3 = Sometimes 2 = Seldom; 1 = Never

I am responsible for my own learning 5 4 3 2 1

I am responsible for identifying my 5 4 3 2 1
areas of deficit

I am able to maintain self-motivation 5 4 3 2 1

I am able to plan and set my learning 5 4 3 2 1
goals

I find simulation in teaching-learning 5 4 3 2 1
useful

I find learning from case studies 5 4 3 2 1
useful

My inner drive directs me towards 5 4 3 2 1
further development and improvement in
my learning

I regard problems as challenges 5 4 3 2 1

I arrange my self-learning routine in 5 4 3 2 1

such a way that it helps develop a

permanent learning culture in my life

Refernces in APA format:

Czbor, P., Bacskai, E., & Gerevich, J. (n.d.). The Generalizability of the Buss-Perry Aggression Questionnaire. *International Journal of Methods in Psychiatric Research*, 16(3), 124-136. Retrieved January 15, 2008, from Ebsco database.

Taghavi, R. (2006). FACTOR STRUCTURE OF THE DEPRESSION SELF-RATING SCALE IN AN IRANIAN ADOLESCENT SAMPLE. *Psychological Reports*, 99(3), 709-716. Retrieved January 15, 2008, from Ebsco database.

Williamson, N. (2007). Development of a self-rating scale for self-directed learning. *Nurse Researcher*, 14(2), 66-83. Retrieved from Ebsco database.

How-To:

The SRSSDL is a great way to find out student information in an easy and simple manner. The self-rating scale allows student's to express their thoughts and feelings in a non embarrassing way. The student simply answers questions on a sheet and rates their answer 1 to 5 based on never to always. Using these answers the teacher will be able to figure out the student's strengths and weaknesses and apply that to their teaching strategies and curriculum. The teacher will also be able to find out which students need more motivation in order to be successful and if there are a few students that really need to be pushed to get 100% effort out of them.

The teacher needs to know what skills they are looking for out of the student. The teacher needs to come up with appropriate questions that relate to the skills they expect to see out of their students.

Implications for Practice/Other considerations

Pros

- ❖ Takes little time
- ❖ Easy to use
- ❖ Easy to reference back to
- ❖ Easy to plan for teaching strategies

Cons

- ✓ Students may not answer truthfully
- ✓ May not ask the right questions

Additional Links:

http://www-usr.rider.edu/~vrme/v8n1/vision/VRME_Submission.Kruse.pdf

<http://www.jstor.org/view/00135984/ap030059/03a00040/0?frame=noframe&userID=8b435c6e@eiu.edu/01c0a8346800501d0dd4a&dpi=3&config=jstor>

http://www.friendsnrc.org/download/outcomeresources/toolkit/construct_tools.pdf

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