Contribution ID: **21**   Type: **Research-oriented Oral Face-to-face presentation**

Evaluating a Self-Directed Language Learning Course

Sunday 18 May 2025 12:30 (25 minutes)

TITLE

Evaluating a Self-Directed Language Learning Course

RELEVANT SIG

College and University Educators (CUE)

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Self-directed learning; Evaluation framework; Andragogy

First-time presenter?

ABSTRACT

This presentation explores a multifaceted framework for evaluating a single-credited, self-directed language learning university course designed to foster learner autonomy. Following the definition of learner autonomy by Benson (2013) that "autonomous learners are able to direct the course of their own learning by making all the significant decisions"(p. 59), the course empowers students to take control over the learning through reflection, goal setting and collaborative discussions. Using Knowles'(2023) andragogy in practice inventory (API), the course is assessed for its student-centred self-directed learning approach. The students are evaluated based on completing 900 minutes of self-study, reflective journals, and engaging in discussions. Data collection involved fifteen first- and second-year students from the faculties of foreign and global studies. Adopting a mixed-methods approach inspired by Pemberton and Mynard (2023), the study combines quantitative bilingual Likert-scale surveys conducted at the start, midpoint, and end of the course with qualitative reflections

and post-course interviews. This research aims to provide insights into the development of learner autonomy, offering practical implications for the design and evaluation of self-directed learning initiatives.

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