



International Society for Self-Directed Learning

Publications

Index of Journals 2004-2006

Index Prepared by Roger Hiemstra

INDEX
to
INTERNATIONAL JOURNAL OF SELF-DIRECTED LEARNING
VOLUMES 1-3

Volume 1, Number 1 (Spring 2004), 1-75
Volume 1, Number 2 (Fall 2004), 1-108
Volume 2, Number 1 (Spring 2005), 1-93
Volume 2, Number 2 (Fall 2005), 1-101
Volume 3, Number 1 (Spring 2006), 1-60
Volume 3, Number 2 (Fall 2006), 1-60
Volume 4, Number 1 (Spring 2007), 1-65
Volume 4, Number 2 (Fall, 2007), 1-80
Volume 5, Number 1 (Spring 2008), 1-60

AUTHORS

- Abdullah, Azman*, Factors Influencing Development of Self-Directed Learning in a Higher Education Environment, 4(1), 27-38
- Agyekum, Stephen K.*, University Students' Perceptions of Instructor and Learner Tasks: Phase Two, Vol. 1, No. 2, pp. 63-71, (co-author)
- Asper, Darwin*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Boyer, Naomi R.*, Breaking the Institutional Mold: Blended Instruction, Self-direction, and Multi-level Adult Education, Vol. 2, No. 1, pp. 1-17 (co-author); Constructing Scaffolds for Social Online Learning: Using Self-Directed Frameworks with Virtual Groups, Vol. 1, No. 1, pp. 26-38 (co-author); From Spoon-Fed to Student-Led: Fostering an Atmosphere for Web-Based Transformative Learning, Vol. 2, No. 2, pp. 66-80 (co-author); A Sea of Change: Faculty Self-Direction in Technology Integration, 4(1), 16-26
- Brockett, Ralph G.*, Self-Directed Learning and the Paradox of Choice, Vol. 3, No. 2, pp. 27-33
- Bulik, Robert J.*, A Workshop for Faculty: Teaching Beliefs and Implications for Self-Directed Learning, Vol. 1, No. 1, pp. 70-75 (co-author), Faculty Reflection on Teaching: Walking the Walk, 5(1), 45-54; Seamless Integration of Self and Other Directed Learning in Web-Based Cases, 4 (1), 1-15 (co-author)
- Burdine, Ramona L.*, Seamless Integration of Self and Other Directed Learning in Web-Based Cases, 4 (1), 1-15 (co-author)
- Candler, Chris*, Medical Students' Perceptions of Selected Instructional Methods, Vol. 2, No. 2, pp. 55-65 (co-author)
- Canipe, James B.*, The Literature of Self-Directed Learning: Dissertations, Vol. 3, No. 2, pp. 34-45 (co-author)
- Carmichael, Patricia*, The Independent Learning Centre in the Secondary School Context: How Deep Is the Learning?, 4(2), 69-80

- Carr, Paul B.*, A Path Analysis of the Conative Factors Associated with Autonomous Learning, Vol. 1, No. 1, pp. 59-69 (co-author); A Preliminary Analysis of Learner Autonomy in Online and Face-to-Face Settings, Vol. 2, No. 1, pp. 62-70 (co-author); The Relationship Between Self-Efficacy and Autonomous Learning: The Development of New Instrumentation, Vol. 2, No. 1, pp. 50-61 (co-author)
- Cheong, Chija Kim*, Korean Professors' Perceptions of Important Teaching and Learning Tasks, Vol. 2, No. 2, pp. 24-38 (co-author)
- Cheong, Ji Woong*, Korean Professors' Perceptions of Important Teaching and Learning Tasks, Vol. 2, No. 2, pp. 24-38 (co-author)
- Christmas, Colleen*, The Perceived Change of Diverse Clinician-Educators Through an Intensive Course on Teaching Geriatrics, Vol. 3, No. 1, pp. 36-51 (co-author)
- Chuprina, Larissa*, Self-Directed Learning Readiness and Cultural Adaptability in Expatriate Managers, Vol. 3, No. 1, pp. 13-23 (co-author)
- Confessore, Gary J.*, Factor Validation of the *Learner Autonomy Profile* (Version 3.0) and Extraction of the Short Form, Vol. 1, No. 1, pp. 39-58 (co-author); Initial Component Analysis and Reliability Assessment of the Spanish Language Learner Autonomy Profile, Vol. 2, No. 2, pp. 91-101 (co-author); The Role of Self-Efficacy in Autonomous Learning, Vol. 2, No. 2, pp. 81-90 (co-author) An Interactive Model of Instructional Development, 4(2), 38-57
- Coughlin, Kevin*, Correlates of Satisfaction and Success in Self-Directed Learning: Relationships with School Experience, Course Format, and Internet Use, 4(1), 39-52 (co-author)
- Davis, Ward*, Age and Gender Differences in Self-Directed Learning Readiness: A Developmental Perspective, Vol. 2, No. 1, pp. 40-49 (co-author)
- Derrick, M. Gail*, A Path Analysis of the Conative Factors Associated with Autonomous Learning, Vol. 1, No. 1, pp. 59-69 (co-author); A Preliminary Analysis of Learner Autonomy in Online and Face-to-Face Settings, Vol. 2, No. 1, pp. 62-70 (co-author); The Relationship Between Self-Efficacy and Autonomous Learning: The Development of New Instrumentation, Vol. 2, No. 1, pp. 50-61 (co-author); The Role of Self-Efficacy in Autonomous Learning, Vol. 2, No. 2, pp. 81-90 (co-author)
- Donaghy, Robert C.*, Studying Self-Directed Learning: The Personal Stories of Four Scholars, Vol. 2, No. 2, pp. 1-11
- Durr, Richard*, Self-Directed Learning Readiness and Cultural Adaptability in Expatriate Managers, Vol. 3, No. 1, pp. 13-23 (co-author)
- Durso, Samuel C.*, Medical Students' Perceptions of Selected Instructional Methods, Vol. 2, No. 2, pp. 55-65 (co-author); The Perceived Change of Diverse Clinician-Educators Through an Intensive Course on Teaching Geriatrics, Vol. 3, No. 1, pp. 36-51 (co-author)
- Findley, Brian*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Fogerson, Dewey L.*, The Literature of Self-Directed Learning: Dissertations, Vol. 3, No. 2, pp. 34-45 (co-author)
- Frye, Ann W.*, A Workshop for Faculty: Teaching Beliefs and Implications for Self-Directed Learning, Vol. 1, No. 1, pp. 70-75 (co-author)
- Gabrielle, D. M.*, Developing Self-directed Learning Readiness of Future Leaders in a Military College Through Instructional Innovation, Vol. 3, No. 1, pp. 24-35 (co-author)
- Gray, Annie*, A Solitary Act One Cannot Do Alone: The Self-Directed, Collaborative Learner, Vol. 2, No. 2, pp. 12-23 (co-author)

- Guglielmino, Lucy Madsen*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author); Developing Self-directed Learning Readiness of Future Leaders in a Military College Through Instructional Innovation, Vol. 3, No. 1, pp. 24-35 (co-author); Historical Perspectives Series: Self-Direction in Learning in the United States, Vol. 1, No. 1, pp. 1-17 (co-author) Self-Directed Learning of Exemplary Principals, 4(2), 19-37 (co-author) Why Self-Directed Learning?, 5(1), 1-14
- Guglielmino, Paul J.*, Developing Self-directed Learning Readiness of Future Leaders in a Military College Through Instructional Innovation, Vol. 3, No. 1, pp. 24-35 (co-author)
- Hall, J. Michael*, The Relationship Between Self-Efficacy and Autonomous Learning: The Development of New Instrumentation, Vol. 2, No. 1, pp. 50-61 (co-author)
- Hanor, Joan H.*, Advancing Growth in Educational Technology Using Reflective Practice and Self-Directed Learning, Vol. 1, No. 2, pp. 53-62 (co-author)
- Hayden, Katherine L.*, Advancing Growth in Educational Technology Using Reflective Practice and Self-Directed Learning, Vol. 1, No. 2, pp. 53-62 (co-author)
- Hiemstra, Roger* Historical Perspectives Series: Self-Direction in Learning in the United States, Vol. 1, No. 1, pp. 1-17 (co-author); Is the Internet Changing Self-Directed Learning? Rural Users Provide Some Answers, Vol. 3, No. 2, pp. 45-60; Self-Directed Learning Lexicon, Vol. 1, No. 2, pp. 1-6
- Hillard, Lurana C.*, Self-Directed Learning of Exemplary Principals, 4(2), 19-37
- Hoban, Gary*, Self-Esteem, Self-Efficacy, and Self-Directed Learning: Separate, but Interrelated, Vol. 1, No. 2, pp. 7-25 (co-author)
- Hoban, Sheila*, Self-Esteem, Self-Efficacy, and Self-Directed Learning: Separate, but Interrelated, Vol. 1, No. 2, pp. 7-25 (co-author)
- Hollingsworth, Guy M.*, Understanding a Fragile Life: The Informal Learning of a Multiple Kidney Transplant Recipient, 5(1), 30-44
- Idobro, Ismael*, Initial Component Analysis and Reliability Assessment of the Spanish Language Learner Autonomy Profile, Vol. 2, No. 2, pp. 91-101 (co-author)
- Johnson, Daniel P.*, The Knowledge Acquisition Processes Trainers Use to Achieve Content Expertise, Vol. 3, No. 2, pp. 14-26
- Kelly, Maxine*, Breaking the Institutional Mold: Blended Instruction, Self-direction, and Multi-level Adult Education, Vol. 2, No. 1, pp. 1-17 (co-author)
- Kirkman, Suzanne*, Correlates of Satisfaction and Success in Self-Directed Learning: Relationships with School Experience, Course Format, and Internet Use, 4(1), 39-52 (co-author)
- Kops, Bill J.*, The Changing Role of Trainers in Organizations Using a Self-Directed Training Approach, Vol. 1, No. 2, pp. 82-94, (co-author)
- Kromrey, Jeff*, Correlates of Satisfaction and Success in Self-Directed Learning: Relationships with School Experience, Course Format, and Internet Use, 4(1), 39-52 (co-author)
- Leung, Shing On*, A Comparative Study of the Self-Directed Learning of Primary Students in Hong Kong and Macau, Vol. 2, No. 2, pp. 39-54 (co-author)
- Liddell, Theresa Noonan*, Self-Directed Learning of Women Executives of Philanthropic Organizations, 5(1), 15-29
- Long, Huey B.*, Historical Perspectives Series: Self-Direction in Learning in the United States, Vol. 1, No. 1, pp. 1-17 (co-author); Korean Professors' Perceptions of Important Teaching and Learning Tasks, Vol. 2, No. 2, pp. 24-38 (co-author); University Students' Perceptions

- of Instructor and Learner Tasks: Phase Two, Vol. 1, No. 2, pp. 63-71, (co-author) Themes and Theses in Self-Directed Learning, 4(2), 1-18
- Lunceford, Charles*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Lung, Ching Leung*, Developing Self-Directed Learning in Teachers, Vol. 2, No. 1, pp. 18-39 (co-author)
- Maher, Patricia A.*, Constructing Scaffolds for Social Online Learning: Using Self-Directed Frameworks with Virtual Groups, Vol. 1, No. 1, pp. 26-38 (co-author); From Spoon-Fed to Student-Led: Fostering an Atmosphere for Web-Based Transformative Learning, Vol. 2, No. 2, pp. 66-80 (co-author)
- Mala-Maung, Zoraini Wati Abas*, Factors Influencing Development of Self-Directed Learning in a Higher Education Environment, 4(1), 27-38
- McCauley, Veronica*, Further Studies in Self-Directed Learning in Physics at the University of Limerick, Ireland, Vol. 1, No. 2, pp. 26-37 (co-author)
- McClelland, George*, Further Studies in Self-Directed Learning in Physics at the University of Limerick, Ireland, Vol. 1, No. 2, pp. 26-37 (co-author)
- McVey, Robert Steve*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Mok, Magdalena Mo Ching*, A Comparative Study of the Self-Directed Learning of Primary Students in Hong Kong and Macau, Vol. 2, No. 2, pp. 39-54 (co-author); Developing Self-Directed Learning in Teachers, Vol. 2, No. 1, pp. 18-39 (co-author)
- Olivera, Albertina Lima*, Impact of Sociodemographic and Psychological Variables on the Self-Directedness of Higher Education Students, Vol. 3, No. 1, pp. 1-12 (co-author)
- Park, EunMi*, Factor Validation of the *Learner Autonomy Profile* (Version 3.0) and Extraction of the Short Form Vol. 1, No. 1, pp. 39-58 (co-author); Initial Component Analysis and Reliability Assessment of the Spanish Language Learner Autonomy Profile, Vol. 2, No. 2, pp. 91-101 (co-author); Language Bias in the LAP: Use of the English Language Version with East Asian Populations, Vol. 1, No. 2, pp. 95-108; Medical Students' Perceptions of Selected Instructional Methods, Vol. 2, No. 2, pp. 55-65 (co-author); The Perceived Change of Diverse Clinician-Educators Through an Intensive Course on Teaching Geriatrics, Vol. 3, No. 1, pp. 36-51 (co-author) An Interactive Model of Instructional Development, 4(2), 38-57
- Payne, Steven*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Penney, Gerri*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Peters, John M.*, A Solitary Act One Cannot Do Alone: The Self-Directed, Collaborative Learner, Vol. 2, No. 2, pp. 12-23 (co-author)
- Phares, Leatrice*, Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, Vol. 2, No. 1, pp. 71-93 (co-author)
- Pilling-Cormick, Jane*, The Changing Role of Trainers in Organizations Using a Self-Directed Training Approach, Vol. 1, No. 2, pp. 82-94, (co-author)
- Ponton, Michael K.*, A Path Analysis of the Conative Factors Associated with Autonomous Learning, Vol. 1, No. 1, pp. 59-69 (co-author); A Preliminary Analysis of Learner Autonomy in Online and Face-to-Face Settings, Vol. 2, No. 1, pp. 62-70 (co-author); The Relationship Between Self-Efficacy and Autonomous Learning: The Development of

- New Instrumentation, Vol. 2, No. 1, pp. 50-61 (co-author); The Role of Self-Efficacy in Autonomous Learning, Vol. 2, No. 2, pp. 81-90 (co-author); *The Learner Autonomy Profile: A Discussion of Scale Combination to Measure* (co-author) *Autonomous Learning*, 5(1), 55-60
- Rager, Kathleen B., The Organizing Circumstance Revisited: Opportunities and Challenges Posed by the Influence of the Internet, Vol. 3, No. 1, pp. 52-60
- Reio, Thomas G., Age and Gender Differences in Self-Directed Learning Readiness: A Developmental Perspective, Vol. 2, No. 1, pp. 40-49 (co-author); Prior Knowledge, Self-Directed Learning Readiness, and Curiosity: Antecedents to Classroom Learning Performance, Vol. 1, No. 1, pp. 18-25
- Rhea, Nancy, The Relationship Between Self-Efficacy and Autonomous Learning: The Development of New Instrumentation, Vol. 2, No. 1, pp. 50-61 (co-author); The Role of Self-Efficacy in Autonomous Learning, Vol. 2, No. 2, pp. 81-90 (co-author)
- Ricard, Virginia B., Self-Directed Learning Revisited: A Process Perspective, 4(1), 53-64
- Schmaltz, Heidi, The Perceived Change of Diverse Clinician-Educators Through an Intensive Course on Teaching Geriatrics, Vol. 3, No. 1, pp. 36-51 (co-author)
- Scott, Karen Wilson, Self-Directed Learners' Concept of Self as Learner: Congruous Autonomy, Vol. 3, No. 2, pp. 1-13, Understanding a Fragile Life: The Informal Learning of a Multiple Kidney Transplant Recipient, 5(1), 30-44
- Schuette, Christine, *The Learner Autonomy Profile: A Discussion of Scale Combination to Measure Autonomous Learning*, 5(1), 55-60
- Shan, Peter Wen-jing, A Comparative Study of the Self-Directed Learning of Primary Students in Hong Kong and Macau, Vol. 2, No. 2, pp. 39-54 (co-author)
- Shokar, Gureet S., Seamless Integration of Self and Other Directed Learning in Web-Based Cases, 4 (1), 1-15 (co-author)
- Simões, António, Simões, Impact of Sociodemographic and Psychological Variables on the Self-Directedness of Higher Education Students, Vol. 3, No. 1, pp. 1-12 (co-author)
- Thompson, Tracy, Implementing Guided Self-Directed Learning Strategies (GSDL) in Intermediate and Advanced Chemistry Courses, Vol. 1, No. 2, pp. 38-52 (co-author)
- Webster, Mary, Why Should Secondary Educators Be Interested In Self-Directed Learning?, 4(2), 58-67
- Wulff, Sherry, Implementing Guided Self-Directed Learning Strategies (GSDL) in Intermediate and Advanced Chemistry Courses, Vol. 1, No. 2, pp. 38-52 (co-author)
- Zsiga, Peter L. Why Should Secondary Educators Be Interested In Self-Directed Learning?, 4(2), 58-67

ARTICLES

- A Comparative Study of the Self-Directed Learning of Primary Students in Hong Kong and Macau, 2(2), 39-54, *Magdalena Mo Ching Mok, Shing On Leung, and Peter Wen-jing Shan*
- A Path Analysis of the Conative Factors Associated with Autonomous Learning, 1(2), 59-69, *Michael K. Ponton, Paul B. Carr and M. Gail Derrick*
- A Preliminary Analysis of Learner Autonomy in Online and Face-to-Face Settings, 2(1), 62-70, *M. Gail Derrick, Michael K. Ponton, and Paul B. Carr*
- A Sea of Change: Faculty Self-Direction in Technology Integration , 4(1), 16-26, *Naomi R. Boyer*

- A Solitary Act One Cannot Do Alone: The Self-Directed, Collaborative Learner, 2(2), 12-23, *John M. Peters and Annie Gray*
- A Workshop for Faculty: Teaching Beliefs and Implications for Self-Directed Learning, 1(2), 70-75, *Robert J. Bulik and Ann W. Frye*
- Advancing Growth in Educational Technology Using Reflective Practice and Self-Directed Learning, 1(2), 53-62, *Joan H. Hanor and Katherine L. Hayden*
- Age and Gender Differences in Self-Directed Learning Readiness: A Developmental Perspective, 2(1), 40-49, *Thomas G. Reio and Ward Davis*
- An Interactive Model of Instructional Development, 4(2), 38-57, *EunMi Park and Gary J. Confessore*
- Breaking the Institutional Mold: Blended Instruction, Self-direction, and Multi-level Adult Education, 2(1), 1-17, *Naomi Boyer and Maxine Kelly*
- Common Barriers, Interrupters and Restarters in the Learning Projects of Highly Self-Directed Adult Learners, 2(1), 71-93, *Lucy Madsen Guglielmino, Darwin Asper, Brian Findley, Charles Lunceford, Robert Steve McVey, Steven Payne, Gerri Penney, and Leatrice Phares*
- Constructing Scaffolds for Social Online Learning: Using Self-Directed Frameworks with Virtual Groups, 1(2), 26-38, *Naomi R. Boyer and Patricia A. Maher*
- Correlates of Satisfaction and Success in Self-Directed Learning: Relationships with School Experience, Course Format, and Internet Use, 4(1), 39-52, *Suzanne Kirkman, Kevin Coughlin, and Jeff Kromrey*
- Developing Self-Directed Learning in Teachers, 2(1), 18-39, *Magdalena Mo Ching Mok and Ching Leung Lung*
- Developing Self-directed Learning Readiness of Future Leaders in a Military College Through Instructional Innovation, 3(1), 24-35, *D. M. Gabrielle, Lucy M. Guglielmino, and Paul J. Guglielmino*
- Factor Validation of the *Learner Autonomy Profile* (Version 3.0) and Extraction of the Short Form, 1(2), 39-58, *Gary J. Confessore and EunMi Park*
- Factors Influencing Development of Self-Directed Learning in a Higher Education Environment, 4(1), 27-38, *Mala-Maung, Zoraini Wati Abas, and Azman Abdullah*
- Faculty Reflection on Teaching: Walking the Walk, 5(1), 45-54, *Robert J. Bulik*
- From Spoon-Fed to Student-Led: Fostering an Atmosphere for Web-Based Transformative Learning, 2(2), 66-80, *Naomi Boyer and Patricia Maher*
- Further Studies in Self-Directed Learning in Physics at the University of Limerick, Ireland, 1(2), 26-37, *Veronica McCauley and George McClelland*
- Historical Perspectives Series: Self-Direction in Learning in the United States, 1(2), 1-17, *Lucy Madsen Guglielmino, Huey B. Long, and Roger Hiemstra*
- Impact of Sociodemographic and Psychological Variables on the Self-Directedness of Higher Education Students, 3(1), 1-12, *Albertina Lima Oliviera and António Simões*
- Implementing Guided Self-Directed Learning Strategies (GSDL) in Intermediate and Advanced Chemistry Courses, 1(2), 38-52, *Tracy Thompson and Sherry Wulff*
- Initial Component Analysis and Reliability Assessment of the Spanish Language Learner Autonomy Profile, 2(2), 91-101, *Gary Confessore, EunMi Park, and Ismael Idobro*
- Is the Internet Changing Self-Directed Learning? Rural Users Provide Some Answers, 3(2), 45-60, *Roger Hiemstra*

Korean Professors' Perceptions of Important Teaching and Learning Tasks, 2(2), 24-38, *Huey B. Long, Ji Woong Cheong, and Chija Kim Cheong*

Language Bias in the LAP: Use of the English Language Version with East Asian Populations, 1(2), 95-108, *EunMi Park*

Medical Students' Perceptions of Selected Instructional Methods, 2(2), 55-65, *EunMi Park, Chris Candler, and Samuel C. Durso*

Prior Knowledge, Self-Directed Learning Readiness, and Curiosity: Antecedents to Classroom Learning Performance, 1(2), 18-25, *Thomas G. Reio*

Seamless Integration of Self and Other Directed Learning in Web-Based Cases, 4 (1), 1-15, *Robert J. Bulik, Ramona L. Burdine, and Gurjeet S. Shokar*

Self-Directed Learners' Concept of Self as Learner: Congruous Autonomy, 3(2), 1-13, *Karen Wilson Scott*

Self-Directed Learning of Women Executives of Philanthropic Organizations, 5(1), 15-29, *Theresa Noonan Liddell*

Self-Directed Learning and the Paradox of Choice, 3(2), 27-33, *Ralph G. Brockett*

Self-Directed Learning Lexicon, 1(2), 1-6, *Roger Hiemstra*

Self-Directed Learning Readiness and Cultural Adaptability in Expatriate Managers, 3(1), 13-23, *Larissa Chuprina and Richard Durr*

Self-Directed Learning Revisited: A Process Perspective, 4(1), 53-64, *Virginia B. Ricard*

Self-Directed Learning of Exemplary Principals, 4(2), 19-37, *Lucy Madsen Guglielmino and Lurana C. Hillard*

Self-Esteem, Self-Efficacy, and Self-Directed Learning: Separate, but Interrelated, 1(2), 7-25, *Sheila Hoban and Gary Hoban*

Studying Self-Directed Learning: The Personal Stories of Four Scholars, 2(2), 1-11, *Robert C. Donaghy*

The Changing Role of Trainers in Organizations Using a Self-Directed Training Approach, 1(2), 82-94, *Bill J. Kops and Jane Pilling-Cormick*

The Independent Learning Centre in the Secondary School Context: How Deep Is the Learning?, 4(2), 69-80, *Patricia Carmichael*

The Knowledge Acquisition Processes Trainers Use to Achieve Content Expertise, 3(2), 14-26, *Daniel P. Johnson*

The *Learner Autonomy Profile*: A Discussion of Scale Combination to Measure Autonomous Learning, 5(1), 55-60, *Michael Ponton and Christine Schuette*

The Literature of Self-Directed Learning: Dissertations, 3(2), 34-44, *James B. Canipe and Dewey L. Fogerson*

The Organizing Circumstance Revisited: Opportunities and Challenges Posed by the Influence of the Internet, 3(1), 52-60, *Kathleen B. Rager*

The Perceived Change of Diverse Clinician-Educators Through an Intensive Course on Teaching Geriatrics, 3(1), 36-51, *EunMi Park, Colleen Christmas, Heidi Schmaltz, and Samuel C. Durso*

The Relationship Between Self-Efficacy and Autonomous Learning: The Development of New Instrumentation, 2(1), 50-61, *Michael K. Ponton, M. Gail Derrick, J. Michael Hall, Nancy Rhea, and Paul Carr*

The Role of Self-Efficacy in Autonomous Learning, 2(2), 81-90, *Michael Ponton, M. Gail Derrick, Gary Confessore and Nancy Rhea*

Themes and Theses in Self-Directed Learning, 4(2), 1-18, *Huey B. Long*

Understanding a Fragile Life: The Informal Learning of a Multiple Kidney Transplant Recipient, 5(1), 30-44, *Guy M. Hollingsworth and Karen Wilson Scott*

University Students' Perceptions of Instructor and Learner Tasks: Phase Two, 1(2), 63-81, *Huey B. Long and Stephen K. Agyekum*

Why Self-Directed Learning?, 5(1), 1-14, *Lucy Madsen Guglielmino*

Why Should Secondary Educators Be Interested In Self-Directed Learning?, 4(2), 58-67, *Peter L. Zsiga and Mary Webster*