



International Self-Directed Learning Symposia Publications

Index of Books and CD's 1988-2003*

***In 2004, publication of the *International Journal of Self-Directed Learning* began.**

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Please note: This is a list by year, authors, title, and pages. If you want to search for all the articles by a single author, download this index from sdlglobal.com and use the “Find” function in Word.

International Self-Directed Learning Symposia Publications: Index

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The International Self-Directed Learning Symposia Publications: Index provides a chronological listing of the publications coming out of the review process following the symposia from 1988-2003. The index is intended to provide a ready reference of authors, chapters, and page numbers to assist scholars in the field with referencing these works.

The International Self-Directed Learning Symposium has generated a rich contribution of scholarship over a substantial number of years. Each year following the symposium, paper contributors had the opportunity to submit a manuscript for publication. Following a review and refereeing process, the symposium organizer, Dr. H. B. Long, published, as edited chapters, the submissions approved by a group of associates. These associates, scholars in the field, proved to be a reliable and stable group of colleagues; over the period of years there were only occasional changes in the list of reviewers, providing stability and consistency to the process from 1988-2003. In 2004, an electronic journal, *The International Journal of Self-Directed Learning*, was initiated by the ISDL group. While submissions based on Symposium presentations are encouraged, other submissions are also welcomed.

The 1988-2003 publications are available through inter-library loan between academic institutions or can be purchased through the sdlglobal.com website. In 2001, the publication changed format and was available only on CD-ROM between the years 2001-2003. The digital format provided a cost effective way to publish the book, and the technology gave scholars and researchers the ability to use technology to search the publication for keywords and topics. However, the change to CD-ROM resulted in fewer libraries purchasing the publication, as libraries cannot easily catalog and maintain a CD-ROM book in collections. The move to an electronic journal in 2004 improved accessibility for scholars

This index builds on the work of Ralph Brockett's SDL Group at the University of Tennessee, who originally created a list of the chapters in the ISDL publications and their authors. Their work was made available on Roger Hiemstra's website (<http://www-distance.syr.edu/sdlsymposia.html>). Inclusive page numbers of each chapter of the 1988-2003 publications were added to provide a quick reference for authors and researchers. The American Psychological Association's 5th ed. of the *Publication Manual* requires citation of the page numbers when referencing edited books (2001, p. 252).

The process followed was to start with the Hiemstra listing at <http://www-distance.syr.edu/sdlsymposia.html>, and to physically examine the publications either through inter-library loan or from the indexer's personal collection. The goal was to not simply follow the table of contents as the starting point and assume the ending point of the chapter to be the page before the chapter's table of contents listing, but to actually look at each chapter's ending point and document the inclusive pages for the chapter. Tables were built to provide publication bibliographic entry, chapter, author, chapter title and chapter pages. Author's names in the

indexing were put into APA 5th format, using non-gender indicative initials for first and middle names. Early publications in the collection often only provided authors' first names. When the middle name was known because of repeated publications throughout the symposia, then the index included the middle initial to more closely follow the current APA 5th preference of author's complete initials being used. Chapter titles are printed using capitalization appropriate for APA reference format.

NOTE: In indexing the 2001 CD-ROM, it was discovered that consecutive page numbering book style did not exist in either the Adobe version or the Word version of the publication. The chapters in the Word version started over with the numeral one at the beginning of each chapter. The Adobe version has no page numbers throughout. At the time of publication, this was no significant issue because APA 4th style was used and chapter page numbers were not required for edited books. For this collection, APA 5th style created a significant referencing problem which this index addresses. In closely examining the 2001 publication in Adobe Reader it was discovered the software itself provided a workable solution. In Adobe Reader 6.0 and earlier versions, the "thumbnail" feature provides a consecutive numbering of pages within a digital file, which could be used in lieu of physically numbered pages. In Adobe Reader 7.0 this tool has been renamed and is shown as a "pages" tab on the side of the open document pages. When clicked on the thumbnail, a consecutively numbered view appears as a left hand navigation column. However, a published book is not numbered consecutively from the cover, but starting with the title page is numbered using lower case Roman numerals. In the instance of the 2001 publication, Chapter 1 begins on page 10 of the Adobe thumbnails; hence there would be 9 pages of lower case Roman numeral pages preceding the beginning page of the first chapter. Since books are numbered starting with the first page of the first chapter, this could be calculated simply by subtracting 9 from the Adobe thumbnail page number. This was done for the beginning and ending page of each chapter, resulting in calculation of chapter page numbers as if they had been physically published in the original version.

The table indexed for 2001 provides the Adobe thumbnail chapter page numbers for ease of navigation within the software and also provides the interpolated chapter number for use when referencing the actual publication. It is recommended by the indexer that researchers utilize the Adobe thumbnails for ease of research and then enter the indexed table to use the actual chapter page numbers when referencing. The table also includes the Word version page numbers, which start over at 1 with each subsequent chapter and are not numbered sequentially throughout the book. Page numbers in the Word version can be viewed in the Print Layout view. To reach this view, simply open Word, click on View, and select Print Layout.

A sample of the correct APA 5th edition citation for a chapter from an edited book is illustrated, using the first chapter of the first book:

Long, H. B. (1988). Self-directed learning reconsidered. In H. B. Long & Associates (Eds.). *Self-Directed learning: Application and theory* (pp. 1-9). Athens, GA: Adult Education Department, University of Georgia.

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Long, H. B., & Associates (Eds.). (1988). *Self-directed learning: Application and theory*. Athens, GA: Adult Education Department, University of Georgia.

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Long, H. B., & Associates (Eds.). (1989). *Self-directed learning: Emerging theory and practice*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

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18	H. B. Long & D. Cloud	Relationship of <i>SDLRS</i> and family members.	243-254
19	P. Portelli	Self-directed learning effects in voluntary associations' organizational framework.	255-267
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5	P. J. Guglielmino & L. M. Guglielmino	Three studies of self-directed learning readiness in the People's Republic of China.	61-73
6	R. J. Bulik	Letting go of metaphors: A dialogue on educating all learners.	75-89
7	L. M. Guglielmino & D. Nowocien	Self-directed learning and teachers' professional development.	91-106
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9	G. J. Confessore & D. A. Touchstone	A longitudinal study of doctoral students in a staged self-directed learning program: Enhancing potential for completion of the dissertation.	125-136
10	H. B. Long, C. Stubblefield, & S. S. Morris	Variables associated with self-directed learning readiness among a selected sample of sixth grade school children.	137-149
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10	S. C. Preczewski	Measuring self-directedness for continuing learning: A cross-sectional survey approach using the <i>ODDI Continuing Learning Inventory (OCLI)</i> .	117-126
11	J. W. Cheong & H. B. Long	Self-directed learning readiness and family and attitude variables among a sample of Korean boys.	127-137
12	P. L. Grant	Readiness for self-direction in learning among adult and high school students between 16 and 18 years of age.	139-154
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2	H. B. Long	Understanding self-direction in learning.	11-24
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5	K. You, J. W. Cheong, & C. K. Cheong	Demographic and psychological determinants of self-directed learning readiness in Korean adult learners.	51-63
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7	G. J. Hoban & C. J. Sersland	Why assessing self-efficacy for self-directed learning should be used to assist adult students in becoming self-directed learners.	83-96
8	C. Kreber, P. Cranton, & K. Allen	If lifelong learning is important ... The relationships between students' self-directed learning readiness, their psychological type, learning style, and creative and logical thinking ability.	97-113
9	T. S. Plowman	Prerequisites to self-directed learning: Motivation as a precursor to initiative in young learners.	115-129
10	C. Kreber	Becoming an expert university teacher: A self-directed process.	131-142
11	M. A. Beitler	Contract learning in organizational learning and management development.	143-150
12	K. L. Barnes & S. S. Morris	A correlation between instructor ratings and nursing student self-directed learning readiness scores.	151-163
13	C. R. Nuckles.	Personality and cognitive style characteristics of adult self-directed learners.	165-181
14	J. Pilling-Cormick	The <i>SDLPS</i> profile: Using the <i>SDLPS</i> .	183-194
15	J. Pilling-Cormick & W. J. Kops	Self-directed learning in the workplace: An exploratory study to identify organizations with a SDL approach to training.	195-206

16	J. Pilling-Cormick & W. Kops	Further investigation of organizations identified as supporting a self-directed approach to training.	207-218
17	J. Pilling-Cormick & R. J. Bulik	Further investigation into the use of the <i>SDLPS</i> in a clinical setting.	219-230
18	V. Dodds-Urban	Teachers, self-directed learning and teacher involvement in school reform.	231-245
19	L. M. Guglielmino & K. Knutson	Leader readiness for self-directed learning and perceptions of organizational culture in schools engaged in improvement initiatives.	247-263
20	R. J. Bulik & J. Hanor	Self-directed learning in a digital age: Where next to browse is informed by reflection.	265-276
21	A. Zomorrodian	A conceptual framework for developing a holistic assessment instrument for self-directed readiness, motivation and supportive environment (SDRMSE).	277-291

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Note: This publication represents a transition from book format to CD-ROM format. CD-ROM publications contained the book in MS-Word (.doc) and Adobe Acrobat (.pdf) files. The chapters in the Word version were numbered page 1 starting over at 1 at the beginning of each chapter. There were no consecutive page numbers in the Word version. The Adobe version was not page numbered.

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5	T. A. McFarlane & J. C. Dunlap	The relationship between self-directed and lifelong learning	1-15	80-91	71-82
6	R. Coughlan & C. Scriber	Bibliographic instruction and experiential learning: Two processes for facilitating self-directed learning in higher education	1-10	94-103	85-94
7	G. Hoban, C. Sersland & B. Raine	Can adult learners raise their self-efficacy for self-directed learning? A reflective challenge to some of our assumptions	1-21	104-123	95-114
8	S. Choy & B. Delahaye	Do youth with high scores on the <i>Learning Preference Assessment Instrument</i> have a deep approach to learning and an andragogical orientation to study?	1-30	125-154	116-145
9	L. M. Guglielmino, P. J. Guglielmino & S. Choy	Readiness for self-directed learning, job characteristics, and workplace performance: An Australian sample	1-12	155-166	146-157
10	M. A. Beitler	Self-directed learning readiness at General Motors Japan	1-14	167-178	158-169

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12	J. Pilling-Cormick & T. S. Plowman	The <i>SDLPS</i> profile: A tool for exploring the learning environment of young learners	1-11	197-207	188-198
13	J. Pilling-Cormick, C. Nuckles & Kimora	Profile component analysis of the <i>Self-Directed Learning Perception Scale (SDLPS)</i>	1-12	209-220	200-211
14	C. Nuckles, Kimora, & J. Pilling-Cormick	A validity study of the <i>Self-Directed Learning Perception Scale (SDLPS)</i>	1-11	222-232	213-223
15	A. Henly & S. Jarosak	Leadership development for who?	1-8	234-242	225-233
16	T. S. Plowman & R. Racosky	<i>dreams + action = Reality®</i> : A philosophy for self-directed learning	1-14	243-256	234-247

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6	C. Romero & R. J. Bulik	Student ethnicity and readiness for self-directed learning.	85-100
7	V. McCauley & G. McCellend	Development of information technology-based self-directed learning in physics at the University of Limerick: Research findings and implications for educational development.	101-126
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9	T. A. McFarlage, E. Stephens, & E. Baker.	Self-directed learning in the welfare-to-work essential skills program.	155-188
10	J. Pilling-Cormick, Kimora, & C. Nuckles.	Exploring and assessing the adult learning environment using the <i>SDLPS</i> .	189-202
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6	D. M. Kopp.	Linking differences in self-directed learning competency to dyadic conflict: An instrumental case study of the leadership dyad of John Lennon and Paul McCartney.	56-74
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9	E. L. Burke, J. Hurley, & S. Wulff	Guided self-directed learning (GSDL): Working model II and case study implementation in an international corporate training environment.	105-116
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13	T. G. Reio, Jr. & P. K. Leitsch	A preliminary exploration of the relationship between self-directed learning and critical thinking.	185-196
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17	A. Rodriguez.	A validation of the paper-and-pencil <i>Self-Directed Learning Readiness Scale (SDLRS)</i> , and an online version of the scale.	243-253
18	Y. Nah.	The zigzagging process of self-directed learning of Korean teen dropouts.	254-279
19	M. A. Beitler	Measuring the self-directed learning readiness of managers and management students.	280-289
20	N. R. Boyer & P. A. Maher	Lessons learned: Social, self-directed learning in an online environment.	290-300
21	F. Kerlan	The construction of a methodological guide through the self-directed learning.	301-315

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