

36th International Self-Directed Learning Symposium

**Cocoa Beach, Florida, USA
February 8 - February 11, 2023**



Presented by
The International Society for Self-Directed Learning
www.sdlglobal.com



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The International Society for Self-Directed Learning

We are so happy that you are attending the 36th International Self-Directed Learning Symposium. The Planning Committee has worked very hard to create a program that will allow for both in-person and virtual attendees to share in the ideals and scholarship of self-directed learning.

As you navigate the program for this year's symposium, you will find a bit more color. Any sessions that are **RED** indicate that the session will be **in-person delivery** but will **ALSO** be available for viewing to our virtual attendees via **Facebook LIVE**.

Zoom sessions are noted in **PURPLE**. **PURPLE** sessions will be delivered by virtual presenters in our **Zoom rooms** and both in-person and virtual attendees will be asked to log-in to the **Zoom platform** to participate.

Any session that is indicated in **BLUE** indicates that the session is available only to our **in-person attendees**.

All presentations have been made available to all participants via this [GOOGLE DRIVE LINK](#).

To join any session virtually, you will use this [ZOOM LINK](#).

The Symposium is so special due to the engagement of our community with each other. We hope that you enjoy this year's symposium and take advantage of both formal and informal sharing and exchange of ideas with each other.

Sincerely,

The Symposium Planning Committee



36th International Self-Directed Learning Symposium

Cocoa Beach, Florida, USA
February 8 - February 11, 2023

Presented by
The International Society for Self-Directed Learning

TUESDAY, FEBRUARY 7, 2023

4:00-6:00 EARLY REGISTRATION IN THE CONFERENCE AREA

4:30 NEW ATTENDEE ORIENTATION

Lobby Area

WEDNESDAY, FEBRUARY 8, 2023

8:30-9:00 REGISTRATION, COFFEE, and CONVERSATION

9:00-10:30 GENERAL SESSION I – STREAMING VIA FACEBOOK LIVE

Welcome and Introductions

Naomi Boyer, Board Chair, International Society for Self-Directed Learning

Silent Auction Announcements

Kelly McCarthy, University of South Florida

Keynote: Allison Zmuda – Malcolm Knowles Award Winner

“How Do I Narrate the Story of My Own Learning? A Fresh Take on Learner Agency”

10:30-10:45 BREAK

10:45-11:30 CONCURRENT SESSIONS I

A. “Enhancing Self-Directed Learning Readiness in Formal Business Education”

Anoesjka Timmermans

Reactor: Bob Donaghy

B. “Student Engagement in Self-Directed Learning”

Noreen Powers & Russell Wartalski

Reactor: Larissa Chuprina

11:30-11:45 BREAK

11:45-1:15 GENERAL SESSION II

“Self-Directed Learning: A Hot Topic in Medical and Allied Health Education”

Amanda Chiplock & Joe Wilkins

Facilitator: Shelley Payne

1:15-2:15 LUNCH

2:15- 3:00 CONCURRENT SESSIONS II

A. “Long to Confessore to Ponton: A Line of Self-Directed Learning Theorizing”

Michael Ponton

Reactor: Kevin Currie-Knight

B. “A Self-Directed Learning in Context Implementation in Institute of Higher Education (IHE)”

Geok Ling Soo-Ng

Reactor: Ashli Ree

3:00-3:15 BREAK

3:15-4:00 CONCURRENT SESSIONS III

A. “Why Do College Students Choose the Option of Self-Directed Education in a Conventional University?”

Eugene Matusov

Reactor: Soila Lemmetty

B. “Five Strategies to Facilitate Self-Direction in On-Line Learning”

Kathy Peno

Reactor: Russell Wartalski

4:00-5:00 Posters

Jupiter

“Exploring Learner Development Through Dynamic Peer-to-Peer Dialogue”

Matthew Armstrong

“Graduate Student Professional and Self-Development: Identifying Core Principles”

Tanya McCarthy

“Phenomenological Study of Veterans Who Are Single Mothers”

Lisa Brown-Banic

5:30-6:30 MARRIOTT MANAGER’S RECEPTION--BISTRO AND FIREPIT TERRACE

THURSDAY, FEBRUARY 9, 2023

8:30-9:00 COFFEE, and CONVERSATION and SILENT AUCTION BIDS

9:00-9:45 CONCURRENT SESSIONS IV

- A. “Self-Directed Learning Readiness Among Pre-Dental Students at Florida Atlantic University” (Virtual Presentation)
Fahad Algahtani
Reactor: Climene Arruda
- B. “Exploring the Self-Directed Experiential Learning Process of Craft-Entrepreneurs”
Ashli Ree
Reactor: Noreen Powers

9:45-10:30 CONCURRENT SESSIONS V

- A. “All the World’s A Stage: The Impact of Drama-Based Pedagogy on Students’ SDL Skills and Motivation to Learn English Poetry” (Virtual Presentation)
Chanene Nordgaard & Elizabeth Reyneke
Reactor: Lorna Solomons
- B. “Workplace as an Environment for Self-Directed Learning: Adult Learners in Police and Technology Organizations”
Soila Lemmetty
Reactor: Kathy Peno

10:30-10:45 BREAK

10:45-11:45 GENERAL SESSION III – STREAMING VIA FACEBOOK LIVE

Huey Long Session

11:45-12:00 BREAK

12:00 – 1:30 Luncheon & Awards Banquet

1:30-2:00 BREAK

2:00-2:45 CONCURRENT SESSIONS VI

- A. “Learning in Their Own Way: Relativism About Truth and Knowledge and Its Historical Uses for Self-Directed Education”
Kevin Currie-Knight
Reactor: Joe Wilkins

B. “Self-Directed Learning and Emotional Resilience as Desired Qualities for the Modern World”

Larissa Chuprina

Reactor: Geok Ling Soo-Ng

2:45-3:30 CONCURRENT SESSIONS VII

A. “Self-Directed Learning to the Rescue! Expanding the Role of Self-Directed Learning in Building Resilient Organizations”

Amanda Chiplock

Reactor: Anoesjka Timmermans

B. “Applications of Epidemiology: A Flexible Online Course Designed to Promote Self-Directed Learning”

David Ginnings

Reactor: Eugene Matusov

3:30-3:45 BREAK

3:45-5:00 GENERAL SESSION IV

“Self-Directed Learning Trends in Higher Education – A Roundtable Discussion”

Naomi Boyer

Facilitator: Shelley Payne

FRIDAY, FEBRUARY 10, 2023

8:30-9:00 COFFEE AND CONVERSATION

9:00-9:45 CONCURRENT SESSIONS VIII

A. “Multimodal Modelling of Self-Directed Reading Comprehension Strategies in the Foundation Phase to Improve Comprehension Skills” (Virtual Presenter)

Lorna Solomons

Reactor: Fahad Algahtani

B. “A Holistic Approach to Developing and Evaluating Self-Directed Learning Readiness”

Anoesjka Timmermans

Reactor: Amanda Chiplock

9:45-10:30 CONCURRENT SESSIONS IX

A. “Self-Directed Language-Learning Project for English Teachers (and Learners) in Brazil” (Virtual Presenter)

Climene Arruda & Michelle Gontijo

Reactor: Chanene Nordgaard

B. “We Don’t Need Exams!”: Recommendations for Implementing Continuous Assessment for SDL” (Virtual Presenter)

Anitia Lubbe

Reactor: David Ginnings

10:30-10:45 BREAK

10:45-12:15 GENERAL SESSION V – STREAMING VIA FACEBOOK LIVE

"Unschooling: Exploring Learning Beyond the Classroom"

Gina Riley, PhD

12:15-1:00 LUNCH

1:00-1:45 PANEL DISCUSSION

“Navigating the Self-Directed Learning World in Traditional Schools of Education: A Conversation”

Gina Riley & Kevin Currie-Knight

Facilitator: Mike Ponton

1:45-2:15 FEEDBACK AND PLANNING SESSION

2:15-2:30 CLOSING REMARKS AND END OF SYMPOSIUM

SATURDAY, FEBRUARY 11, 2023

9:00-12:00 RESEARCH AND PLANNING GROUPS

THANKS TO

Our Volunteers :

- **Conference Steering Committee Co-Chairs:** Naomi Boyer and Shelley Payne
- **Conference Steering Committee Members:** Lucy Guglielmino, Ralph Brockett, Terry Redding, Pete Zsiga, Lila Holt, Kelly McCarthy, Kevin Currie Knight
- **Conference Proposal Review Committee:** Ralph Brockett, Kevin Currie-Knight, Pete Zsiga
- **Conference Registration:** Naomi Boyer
- **Marketing Committee:** Bob Donaghy, Michael Ponton, Pete Zsiga, Terry Redding, Elsa Mentz
- **Web Design and Posting:** Lila Holt, Terry Redding, and OnLine Training Staff
- **Finance Committee:** Pete Zsiga, Kelly McCarthy, Naomi Boyer
- **Silent Auction Chairs:** Kelly McCarthy
- **Photography:** Bob Donaghy, Lila Holt
- **Program Layout:** Shelley Payne
- **Student Scholarship Selection Committee:** Ralph Brockett, Pete Zsiga, Terry Redding, JoAnne Larsen, Mike Ponton
- **Symposium Technology Assistance Committee:** Pete Zsiga and Lila Holt
- **Community Volunteers:** Diane Miller and Marolyn Phillips (Naomi's mom and aunt who help us with registration!)

Our Sponsors :

- *Choice-filled Lives Network:* A Silver Sponsor for the Symposium



Our Major Donors :

- *Huey B. Long*—donor of books, CDs and artwork to the Society

Our Board Officers :

- **Chair:** Naomi Boyer
- **Vice-Chair:** Shelley Payne
- **Treasurer:** Pete Zsiga
- **Secretary:** Kelly McCarthy
- **Immediate Past Chair:** Lucy Guglielmino

The wonderful Marriott staff, who have been so gracious and helpful!

SESSION ABSTRACTS

WEDNESDAY, FEBRUARY 8, 2023

10:45-11:30 CONCURRENT SESSIONS I

“Enhancing Self-Directed Learning Readiness in Formal Business Education”

Anoesjka Timmermans

Introducing a teaching/learning framework for enhancing formal business students' autonomy, self-efficacy and motivation for self-directed learning.

“Student Engagement in Self-Directed Learning”

Noreen Powers & Russell Wartalski

Limited research exists that examines how graduate and undergraduate students engage in self-directed learning (SDL) in their internship experiences in post-secondary education. Our study begins to close a gap in the research base on how undergraduate and graduate learners think about the ways in which they conceptualize and implement SDL practices in their respective curriculum. More specifically, the researchers used a constructivist lens to explore how students made sense of SDL in their internship courses. We amassed data, in the form of completed reflective writing prompts, from undergraduate and graduate students, in one department at the university. The information collected from this research can be used as a springboard to help strengthen academic programs and enhance student development, especially in the internship experience.

11:45-1:15 GENERAL SESSION II

“Self-Directed Learning: A Hot Topic in Medical and Allied Health Education”

The purpose of this panel discussion is to bring together a group of individuals who are involved in the education of a variety of healthcare care fields. The facilitator will pose a variety of discussion prompts that will lead to a discussion around SDL in healthcare education.

2:15- 3:00 CONCURRENT SESSIONS II

“Long to Confessore to Ponton: A Line of Self-Directed Learning Theorizing”

Michael Ponton

The development of theory is often built upon the foundational views of others. Ponton has developed an agentic view of self-directed learning that he believes has built upon the particular views of Confessore who worked with Long; thus, the purpose of this paper is discuss this line of theorizing.

“A Self-Directed Learning in Context Implementation in Institute of Higher Education (IHE)”

Geok Ling Soo-Ng

SDL in context refers to a purposefully created environment and process by teaching staff to foster SDL in their own specialised domain context. This paper describes the adoption and process of a integrated teaching approach (Team-based Learning +Project-based Learning+ Learning management system) aim to nurture SDL.

3:15-4:00 CONCURRENT SESSIONS III

“Why Do College Students Choose the Option of Self-Directed Education in a Conventional University?”

Eugene Matusov

The purpose of the presented qualitative-quantitative research is to examine college students' diverse reasons for their choice of the Open Syllabus, which allows the students in a conventional university to define their goal of education, curriculum, instruction, assessment, ways of learning, and so on – what traditionally constitutes “Self-Directed Education.”

“Five Strategies to Facilitate Self-Direction in On-Line Learning”

Kathy Peno

Universities assume students come to online learning with knowledge and experience to engage meaningfully. Studies show that many adult learners are not prepared for asynchronous learning with the self-direction needed to engage in the online classroom. This presentation will describe five strategies to improve student self-direction in online learning environments.

4:00-5:00 Posters

Jupiter

“Exploring Learner Development Through Dynamic Peer-to-Peer Dialogue”

Matthew Armstrong

Peer-to-peer two-way dialogic feedback was implemented in an academic writing course in Japan to expose students to meaningful input. Through focusing on sharing, reflecting, analyzing and repetition, learners were able to improve the quality of their writing, experience self-growth, and the classroom was transformed into a dynamic learning space.

“Graduate Student Professional and Self-Development: Identifying Core Principles”

Tanya McCarthy

Graduate Professional Development (GPD) is essential for young researchers to succeed in academia and the professional world. Although Japan has top ranked scientific programs, GPD training for L2 learners remains somewhat underdeveloped. This poster describes core principles and practices that helped to prepare students professionally and facilitate self-efficacy.

“Phenomenological Study of Veterans Who Are Single Mothers”

Lisa Brown-Banic

Women endure sabotage, scrutiny, and indirect threats, that men do not to prove they are capable of serving in the military. Single mothers face additional challenges of single parenting, divorce/custody battles, and lack of support for children. There is no significant research of this marginalized group, thus this phenomenological study.

9:00-9:45 CONCURRENT SESSIONS IV

“Self-Directed Learning Readiness Among Pre-Dental Students at Florida Atlantic University” (Virtual Presentation)

Fahad Algahtani

This quantitative cross-sectional survey-based study aimed to assess SDL readiness among pre-dental students at Florida Atlantic University. Additionally, the study investigated whether the SDL readiness level would differ based on selected demographic variables, including age, sex, ethnicity/race, college/major, and year of study.

“Exploring the Self-Directed Experiential Learning Process of Craft-Entrepreneurs”

Ashli Ree

When craftspeople transition to craft-entrepreneurs, they have existing design skills, but they soon realize an additional set of skills is needed for business success. To understand why they started the business and how they learned the skills necessary to maintain this dual role, 20 craft-entrepreneurs with different levels of experience were asked to share their journey.

9:45-10:30 CONCURRENT SESSIONS V

“All the World’s A Stage: The Impact of Drama-Based Pedagogy on Students’ SDL Skills and Motivation to Learn English Poetry” (Virtual Presentation)

Chanene Nordgaard & Elizabeth Reyneke

The aim of this study was to identify the impact of Drama-based Pedagogy (DBP) on Grade 12 English Home Language (EHL) students’ Self-Directed Learning (SDL) skills and Motivation to Learn (MtL) at a private school in South Africa. A mixed methods research approach was used to collect data before and after engaging the 20 learner participants in drama-based activities. The data was generated through focus-group interviews, Williamson’s (2007) questionnaire on Self-Directed Learning, and observations. Poetry was used as “sample content” to measure the impact of DBP. The findings indicated that DBP had a positive impact on both learners’ SDL skills and MtL, as both increased after the use of DBP to teach selected prescribed poems. This was attributed to the fact that DBP allows for learner engagement and active learning, counteracting traditional teacher-centred practice that is largely test-driven.

“Workplace as an Environment for Self-Directed Learning: Adult Learners in Police and Technology Organizations”

Soila Lemmetty

This presentation focuses on the manifestations of the andragogical assumptions about adult learners in the learning experiences of the police and technology organizations’ personnel. The research increases our understanding of the adult learner at work and the applicability of andragogy to the work context, where growing learning and competence requirements are constantly present.

2:00-2:45 CONCURRENT SESSIONS VI

“Learning in Their Own Way: Relativism About Truth and Knowledge and Its Historical Uses for Self-Directed Education”

Kevin Currie-Knight

This paper is an intellectual history of the role relativistic theories of truth and knowledge have played in Daniel Greenberg and John Holt's justification of SDL. Their relativistic theories will be examined and placed in the context of the resurgence of academic interest in relativism at the time they wrote.

“Self-Directed Learning and Emotional Resilience as Desired Qualities for the Modern World”

Larissa Chuprina

The present study addresses the relationship between learner self-direction and the level of Emotional Resilience in times of life challenges. Self-regulation with positive attitudes toward learning, learning outcomes, and life challenges, was found to be an important component or predictor to the level of Self-Direction and Psychological Resilience.

2:45-3:30 CONCURRENT SESSIONS VII

“Self-Directed Learning to the Rescue! Expanding the Role of Self-Directed Learning in Building Resilient Organizations”

Amanda Chiplock

The COVID-19 pandemic spurred a demand across industries to discover new ways to reskill and upskill the workforce to meet the fast-pace of change within organizations; yet, organizations are struggling to meet the demand. Self-directed learning offers a framework to build capacity for growth and change, creating resilient organizations.

“Applications of Epidemiology: A Flexible Online Course Designed to Promote Self-Directed Learning”

David Ginnings

Applications in Epidemiology is a self-directed online learning experience composed of over thirty modules representing active research of members of the Harvard community. Learners complete eight modules and choose their assessment types. This session will describe in greater detail the benefits of the course and its theoretical connection to SDL.

FRIDAY, FEBRUARY 10, 2023

9:00-9:45 CONCURRENT SESSIONS VIII

“Multimodal Modelling of Self-Directed Reading Comprehension Strategies in the Foundation Phase to Improve Comprehension Skills” (Virtual Presenter)

Lorna Solomons

In this research, multimodal modelling of self-directed reading comprehension strategies in the Foundation Phase was explored. A qualitative research design was used focusing on the in-depth modelling of the reading comprehension skills and it was situated in an interpretivist paradigm.

During the research process it was found that in multigrade classes teachers have trained learners to be self-directed in their learning.

“A Holistic Approach to Developing and Evaluating Self-Directed Learning Readiness”

Anoesjka Timmermans

The paper proposes a conceptual framework for understanding SDLR in an undergraduate business education setting and a holistic framework for its evaluation using a Guttman-scale survey questionnaire indicating verifiable behaviours that represent maturity levels of SDLR. The evaluation framework offers the possibility for omni-directional evaluation by peers and/or educators in addition to that of oneself.

9:45-10:30 CONCURRENT SESSIONS IX

“Self-Directed Language-Learning Project for English Teachers (and Learners) in Brazil” (Virtual Presenter)

Climene Arruda

Language students should be guided through “intentional learning processes that are created and evaluated” (ISSDL) by them as they become actively engaged in learning initiatives. This presentation reports a language learning project (The Roadmap for English Learning) successfully implemented with the aim to assist teachers in the Brazilian public-school context.

“We Don’t Need Exams!’: Recommendations for Implementing Continuous Assessment for SDL”

Anitia Lubbe

Continuous assessment is not a new practice in higher education (HEd). However, following the recent pandemic and lockdown, teaching, learning, and assessment practices changed almost instantly, with continuous assessment becoming the new norm in several HEd institutions. Since SDL is “an intentional learning process that is created and evaluated by the learner” (ISSDL, 2020), the question is whether current continuous assessment practices focus on assessment for learning and contribute to the development of self-assessment and self-evaluation skills.

1:00-1:45 PANEL DISCUSSION

“Navigating the Self-Directed Learning World in Traditional Schools of Education: A Conversation”

Gina Riley & Kevin Currie-Knight

In this conversation, Dr. Kevin Currie-Knight (East Carolina University) and Dr. Gina Riley (CUNY Hunter College) will discuss how they navigate their roles as self-directed learning advocates within more traditional schools of education. They will review their personal and professional paths, their research, and how they discuss self-directed learning with their college students. They will also talk about infusing SDL into the curriculum of their classrooms, as well as how SDL has influenced their view of teaching, research, and life.

PRESENTER EMAILS AND BRIEF BIOGRAPHIES

Name	Email	Institution	Biography
Fahad Algahtani	Falgahtani2018@fau.edu	College of Dentistry, Taif University, Saudi Arabia	Fahad Algahtani (Falgahtani2018@fau.edu) is a teaching assistant in the Department of Restorative Dentistry, College of Dentistry, Taif University, Saudi Arabia. Algahtani is a Ph.D. candidate in Educational Leadership and Research Methodology in Adult and Community Education at Florida Atlantic University.
Matthew Armstrong	matthewarmstrongjapan@gmail.com	Kyushu University	Matthew Armstrong is an associate professor in the Faculty of Languages and Cultures at Kyushu University. His research interests lie mainly in Curriculum Development. His current research focuses on the use of authentic materials in the L2 classroom, and how to engage students in critical peer review practices.
Naomi Boyer	nboyer@nome.solutions	Education Design Lab	Naomi R. Boyer has over 20 years of education experience. At Education Design Lab she continues to innovate in the co-design of models and tools leading to the future of work. Dr. Boyer has expertise in the cultivation of competency-based education programs. Dr. Boyer maintains scholarship on the topics of self-directed learning and personalization of instruction.
Lisa Brown Banic	LBrownBanic@FAU.edu	Florida Atlantic University	Lisa is currently enrolled as a Ph.D. student in the College of Education and is a military veteran.
Amanda Chiplock	achiplock@ohio.edu	Ohio University, Heritage College of Osteopathic Medicine	Amanda Chiplock, PhD, Ohio University, Heritage College of Osteopathic Medicine, Dublin, OH is the Senior Director of Faculty Learning & Pedagogy where she employs elements of self-directed learning to build capacity for faculty development and lifelong learning to ensure continuous quality improvement in medical education.

Larissa Chuprina	ESLandCultureCoach@gmail.com	ESL and Culture Coach, self-employed	Dr. Larissa Chuprina is a Consultant and Coach who uses Positive Psychology and SDL principles to inspire students to take responsibility for their learning and well-being. She lives and works in the Seattle area in Washington State, the USA, while supporting local communities to build cross-cultural understanding. Originally from Ukraine.
Kevin Currie-Knight	currieknightk14@ecu.edu	East Carolina University	Kevin Currie-Knight is a Teaching Associate Professor in East Carolina University's College of Education. His work focuses on the history and philosophy of education. He is the author of Education in the Marketplace (Springer) and editor of a forthcoming collection of classic anarchist writings on stateless education.
Bob Donaghy	craigdon@bellsouth.net		Bob is a 2020 Malcolm Knowles award winner and is a member of the Board of Directors for the ISSDL.
Climene Fernandes Brito Arruda	climenearrudaufmg@gmail.com	Federal University of Minas Gerais (UFMG) - Brazil	Climene Arruda holds a Ph.D. in Linguistic Studies from the Federal University of Minas Gerais (UFMG). She teaches English for Academic Purposes for undergraduate and graduate students at the same institution. Her areas of interest are: English learning experiences, motivation, student agency, learning how to learn and teacher education.
David Ginnings	ginnings@hsph.harvard.edu	Harvard University T.H. Chan School of Public Health	David is a Senior Learning Designer at the Harvard T.H. School of Public Health (HSPH). He supports the continuous improvement of the blended MPH in Epidemiology program, development of new online courses in the MPH Generalist program and consults throughout HSPH on matters related to effective learning design and facilitation.
Michelle Gontijo	michellesgontijo@gmail.com	Private Institution	Michelle Gontijo holds a degree in Languages, with an emphasis in ESL Teaching, from Universidade Federal de Minas Gerais (UFMG) and a master's

			degree in Literary Studies from the same university. Has experience teaching ESL and EAP in Brazil.
Laura Kildè	laurakilde@hotmail.com	Vilnius University Business School	Lecturer of Business English and book author with over 10 years of teaching experience. Research interests: teaching and learning English for Specific Purposes, self-directed learning, and andragogy.
Soila Lemmetty	soila.lemmetty@uef.fi	University of Eastern Finland	PhD, Soila Lemmetty is working as a university researcher in University of Eastern Finland. She leads her postdoctoral research project 'Employee-Driven Learning and Innovation (EDLI)' funded by Academy of Finland. She got her doctoral degree in adult education (University of Jyväskylä, Finland) in 2020. In her PhD, she examined self-directed workplace learning in technology-based work.
Anitia Lubbe	Anitia.Lubbe@nwu.ac.za	North-West University, South Africa	Anitia Lubbe is the Assessment to support Self-Directed Learning Subarea leader for the Research Unit Self-Directed Learning at the North-West University. Her main research focus is the promotion of self-directed learning through the implementation of assessment and cooperative learning.
Eugene Matusov	ematusov@udel.edu	University of Delaware	Eugene Matusov is a Professor of Education at the University of Delaware. He was born in the Soviet Union and studied developmental psychology with Soviet researchers working in the Vygotskian cultural-historical paradigm. He worked as a schoolteacher before immigrating to the United States. Now he investigates and works with sociocultural, Bakhtinian dialogic, and democratic approaches to education. He is the Editor-in-Chief of Dialogic Pedagogy: International Online Journal and a co-founder of the University of Students.
Tanya McCarthy	mccarthytanya.m@gmail.com	Kyoto University	Tanya McCarthy received a PhD in Linguistics from Macquarie

			University and has been advising students on English learning for two decades. Her research interest is learner development, particularly language advising, out-of-class learning and professional development. She is currently researching the role of dialogue in L2 classroom, research, and industry contexts.
Shelley Payne	spayne@otterbein.edu	Otterbein University	Shelley Payne, DHS, PT, AT, Otterbein University, Westerville, OH; Shelley Payne is an associate professor at Otterbein University in Health and Sport Sciences. Shelley has studied the impact of clinical education on self-directed learning, the development of SDL within health science professional students, and is interested in classroom and assessment practices that support SDL. Shelley is the Vice-Chair of the Board for the International Society for Self-Directed Learning and is a part of the planning committee for the annual Symposium. She is also on the Editorial Board for the International Journal for Self-Directed Learning.
Kathy Peno	Kgugs@uri.edu	University of Rhode Island	Kathy Peno, PhD, is Professor of Adult Education at the University of Rhode Island in the Adult Education Master's Program. She prepares adult educators in the military, health, corporate and higher education. She writes, consults, and presents on workforce development, professional development, online teaching, and mentoring for organizational performance improvement.
Michael Ponton	Michael.Ponton@tamuc.edu	Texas A&M University-Commerce	Professor Ponton is currently appointed as a professor at Texas A&M University-Commerce, has published extensively in the field of learner autonomy, serves as the editor for the International Journal of Self-Directed Learning, and is the 2015 recipient of the Malcolm Knowles Memorial Self Directed Learning Award.

Noreen Powers	npowers@neiu.edu	Northeastern Illinois University	Noreen Powers, Ph.D. is an assistant professor in the Daniel L. Goodwin College of Education at Northeastern Illinois University. She teaches courses in leadership theory, research methods, and oversees student interns completing the year-long internship requirement. Dr. Powers maintains significant relationships with many organizations, including the Chicago Public Schools (CPS) pipeline program for new leaders. Moreover, she serves as the coordinator for the Principal Preparation Program within the College of Education. Prior to joining the university, she served as a high school principal, K-8 assistant principal, curriculum & instruction director, and instructor. Dr. Powers research focuses on educational leadership in the Pk-12 arena, self-directed learning for women, mentoring and coaching future leaders, technology implementation in online learning environments, and teaching and advising strategies for adults.
Ashli Ree	asr2162@columbia.edu	Middlesex Community College	Ashli Ree is a professor at Middlesex Community College, where she teaches fashion merchandising and business courses. Her research interests include craft entrepreneurship, self-directed learning, and experiential learning. She completed her doctoral studies at Teachers College, Columbia University, from which she holds an Ed.D. in Adult Learning and Leadership.
Elizabeth Reyneke	maryna.reyneke@nwu.ac.za	North-West University	Maryna Reyneke is an Associate Professor and the Deputy Dean Teaching and Learning of the Faculty of Education at the NWU. She is a member of the research unit for self-directed learning. She specialises in English language teaching and

			Educational Assessment.n Applied Linguistics and Assessment. She is a member of the Language Policy Task team of the university and takes responsibility for the implementation of the faculty's language plan.
Gina Riley	griley@hunter.cuny.edu	CUNY – Hunter College	Gina Riley, Ph.D. is an educational psychologist, Clinical Professor, and Program Director of the Adolescent Special Education Program at CUNY – Hunter College. Dr. Riley is a seasoned academic, with years of teaching, research, and supervisory experience within the fields of special education, psychology, school psychology, and mental health counseling. In addition, Dr. Riley has over 25 years of experience in the field of online, hybrid, and hyflex teaching and learning. She is known internationally for her work in the fields of homeschooling, unschooling, and self-directed, intrinsically motivated learning. Her books include “Unschooling: Exploring Learning Beyond The Classroom” (Palgrave Macmillan, 2020) and “The Homeschooling Starter Guide” (Rockridge Press, 2021).
Lorna Solomons	solomonslorna@outlook.com	Full-time student	I am a former mainstream and special needs teacher and learning support teacher. Currently I am a full-time master's in education student, registered at North West University in South Africa. I have always been an advocate for learners to become independent and self-directed in their learning.
Geok Ling Soo-Ng	ngl@sp.edu.sg	Singapore Polytechnic	She is a T&L specialist and manager of teaching and learning unit in the School of Architecture and the Built Environment at the Singapore Polytechnic. Passion for teaching and technology. Likes getting people excited about how

			technology can help them to be efficient. She is committed to education through improving students' self-directed learning skills and mentor teaching staff through effective professional development.
Anoesjka Timmermans	a.n.timmermans@hva.nl	Amsterdam School of International Business - AUAS	Lecturer - Researcher Entrepreneurship Education. DBA Entrepreneurship, Innovation and Strategy. Preparing Undergraduate Students for Self-Directed Lifelong Learning through a stage-wise mixed pedagogy approach to Entrepreneurship Education. Introduced a conceptual framework for understanding self-directed learning readiness (SDLR) and proposed a teaching-learning framework to enhance SDLR in formal (business) education settings
Russell Wartalski	R-Wartalski@neiu.edu	Northeastern Illinois University	Dr. Russell Wartalski is an associate professor and undergraduate program coordinator in the Daniel L. Goodwin College of Education at Northeastern Illinois University. He teaches courses in adult learning theory, instructional design, and group dynamics in the human resource development program. His research has focused on adult learner development, establishing community in online learning, onboarding junior faculty, and teaching and advising strategies for adults.



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for Significant Lifelong Contributions to the Field of Self-Directed Learning
2001-2022

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- 2015 Michael K. Ponton**
- 2016 Carol E. Kasworm and John A. Henschke**
- 2017 Arthur L. Costa and Bena Kallick**
- 2018 Peter Jarvis**
- 2019 Terrence Redding**
- 2020 Elsa Mentz**
- 2020 Robert Donaghy**
- 2022 Albert Bandura and Brandi Kenner**

*2023 Malcolm Knowles Award for Significant Lifelong Contributions
to the Field of Self-Directed Learning*

Allison Zmuda



Allison Zmuda is an international education consultant specializing in long-term projects on curriculum, assessment, and instructional designs.

She works with her school clients to imagine learning experiences that are worthy of the pursuit for both students and educators, designing work that is relevant, meaningful, challenging, and appropriate. In addition to her consulting work, she has co-authored 11 books and has written numerous articles on curriculum design and personalized learning. She is co-director of the Institute for Habits of Mind with Bena Kallick and Art Costa as well as generating fresh ideas and amplifying voices on Learning Personalized. Her latest writing project with Heidi Hayes Jacobs articulates how to streamline and energize curriculum scheduled to be released by ASCD in September 2023.



International Society for Self-Directed Learning
2023 BOARD OF DIRECTORS

Dr. Naomi Boyer, Chair
3931 CR 557A
Polk City, FL 33868
(863) 227-2089 cell
nboyer@nome.solutions

Dr. Ralph G. Brockett
805 Tully Road
Knoxville, TN 37919
865-414-6866
brockett@utk.edu

Dr. Lila Holt
7028 Marlee Park Blvd
Knoxville, TN 37921
(865) 805-0538
lholt@utk.edu

Dr. Robert Bulik
1957 Forest View
Prescott, AZ 86305
bob.bulik@gmail.com

Dr. Kelly McCarthy, Secretary
560 Channelside Drive, MDD 54
Tampa, FL 33602
813-974-2544
kemccart@usf.edu

Dr. Philippe Carré
5 bis Rue du Renard
Maisons Laffitte 78600
France 33 (0)1 39 62 00 06
pccarre@wanadoo.fr

Prof. Elsa Mentz
Director, Research Unit Self-Directed
Learning
Faculty of Education
North-West University
Potchefstroom, South Africa
Tel: +27 18 299 4780
Elsa.Mentz@nwu.ac.za

Dr. Robert C. Donaghy
3815 Woodcrest Circle, NW
Cleveland, TN 37312
423-715-8449 cell
craigdon@bellsouth.net

Dr. Shelley Payne, Vice-Chair
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Otterbein University
Westerville, OH 40381
614-823-1974
spayne@otterbein.edu

Dr. Lucy M. Guglielmino, Past-Chair
7339 Reserve Creek Drive
Port St. Lucie, FL 34986
(772) 429-2425, (561) 706-0394 cell
lguglielmino@rocketmail.com

Dr. Michael K. Ponton
792 Featherstone Drive
Rockwall, TX 75087
(757) 753-3137 cell
Michael.Ponton@tamuc.edu

Dr. Terrence R. Redding
1825 Glenwood Oaks Lane
De Land, FL 32720
(561) 357-0841, (561) 351-4067 cell
terry@oltraining.com

Dr. Peter L. Zsiga, Treasurer
4244 NW Oakbrook Circle
Jensen Beach, FL 34957
(772) 692-3478
plzsiga@gmail.com

