FUTURE DIRECTIONS FOR SDL RESEARCH

Roger Hiemstra, 2008 International SDL Symposium, Cocoa Beach

There are three topics I introduce as part of my and Ralph Brockett's conversation about future SDL research directions. As I only touch briefly on them during this general session, a much more extensive discussion is at the following web site: http://www-distance.syr.edu/futureresearchdirections.pdf. I will be pleased to dialogue further via my email address: rogerhiemstra@gmail.com. Appendix A shows some of the research efforts with which I have been involved that dealt in some way with aspects of SDL.

Symposium and Journal Contributions

The first topic deals with my ongoing effort to analyze some of the literature related to this symposium. Employing a simple content analysis procedure, I obtained some sense of the focal points intended by various authors over the years. Some trends that emerged include a growing interest in understanding the relationship between various variables in relation to SDL. In addition, as might be expected there has been a steady interest in using and developing measurement tools. Another emerging trend has been several studies that examine SDL and technology. Many future research efforts are needed to continue adding to the developing knowledge base. I also looked at the various authors who have carried out the research to understand more about their interests. The wide variety of such interests and growing number of interested scholars suggests a bright future for our understanding, the continual development of scholars, this symposium, and the IJSDL.

Self-Directed Learning Lexicon

Some of you may know of my ongoing interest in the lexicon associated with SDL. I continually update my understanding of the words, concepts, and phrases associated with our field and report this on my web page. There actually are an amazingly large number of terms in our literature. I suggest that SDL as a field of study is rapidly reaching the point where a dissertation or some other research effort to develop a discipline-specific thesaurus would be valuable. I would urge some of you to carry out additional content analysis efforts to enlarge out understanding of SDL's lexicon and what its continual development means for the future.

International Journal of Self-Directed Learning

I have served in various ways to help develop the journal since its inception. I think we can all look with great pride on the continual development and stature of this periodical. I carried out some recent research on the journal in terms of how authors provide clues, ideas, and specific recommendations for future research efforts that will enhance our field. In my analysis efforts, I highlight some of these that I gleaned from the journal's first three volumes. The web site shown above provides this information in considerable detail and much of it can serve as ideas for future research efforts, dissertations, symposium presentations, and journal articles.

Appendix A

Research efforts related in some way to SDL with which Rog Hiemstra played a role as advisor, chair, or facilitator:

1. Baghi, H. (1979). The major learning efforts of participants in adult basic education classes and learning centers. (Doctoral dissertation, Iowa State University, 1979). *Dissertation Abstracts International, 40*, 2410A.
2. Bejot, D. D. (1981). The degree of self-directedness and the choices of learning methods (Doctoral dissertation, Iowa State University, 1981). *Dissertation Abstracts International, 42*, 2434A.
3. Brockett, R. G. (1983). Self-directed learning readiness and life satisfaction among older adults. (Doctoral dissertation, Syracuse University, 1982). *Dissertation Abstracts International, 44*, 42A.
4. Burns, J. H. (1991). *Identification of important behaviors which indicate a readiness for self-directed learning in sales training settings*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
5. Downey, R. V. (1996). *A study in stand up: Roles and behaviors of excellent trainers*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
6. Eastmond, D. V. (1993). *Alone but together: Adult distance study by computer conferencing*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
7. Essman, E. R. (1994). *Deterrents to participation in continuing education programs among university-based nurse faculty*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
8. Estrin, H. R. (1986). Life satisfaction and participation in learning activities among widows (Doctoral dissertation, Syracuse University, 1985). *Dissertation Abstracts International, 46,* 3852A.

9. Gadbow, N. F. (1985). *A time between: The full-time adult undergraduate*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

10. Goodwin, Y. A. (2001). *Stopping but never letting go: A qualitative study of African American adult students pursuing high school completion*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

11. Hall-Johnson, K. J. (1986). The relationship between readiness for, and involvement in, self-directed learning (Doctoral dissertation, Iowa State University, 1985). *Dissertation Abstracts International, 46*, 2522A.

12. Hassan, A. M. (1982). An investigation of the learning projects among adults of high and low readiness for self-direction in learning. (Doctoral dissertation, Iowa State University, 1981). *Dissertation Abstracts International, 42*, 3838A.

13. Henry, N. J. (1983). *The rights and responsibilities of institutions promoting self-directed learning*. Unpublished manuscript, Adult Education Program, Syracuse University.

14. Judd, R. (1980). *The decision making processes involved in institutional and non-institutional self-directed learning*. Unpublished master's thesis, Iowa State University, Ames, IA.

15. Kaluzny, G. (1983). *Love of learning and lived experience: Necessary ingredients for the self-directed adult learner*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

16. Klick, A. W. (1994). *A study of social climate and the mixed-age undergraduate classroom in a community college*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

17. Landers, K. (1989). *The Oddi Continuous Learning Inventory: An alternate measure of self-direction in learning*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

18. Leeb, J. G. (1985). Self-directed learning and growth toward personal responsibility: Implications for a framework for health promotion. (Doctoral dissertation, Syracuse University, 1983). *Dissertation Abstracts International, 45*, 724A.

19. McCarthy, W. F. (1986). The self-directedness and attitude toward mathematics of younger and older undergraduate mathematics students (Doctoral dissertation, Syracuse University, 1985). *Dissertation Abstracts International, 46*, 3279A.

20. Middlemiss, M. A. (1988). Relationship of self-directed learning readiness and job characteristics to job satisfaction for professional nurses (Doctoral dissertation, Syracuse University, 1987). *Dissertation Abstracts International, 49*, 1035A.

21. Moore, D. R. (1986). An investigation of self-reports of decisions to change in prison inmates. (Doctoral dissertation, Syracuse University, 1985). *Dissertation Abstracts International, 46*, 3570A.
22. Newell, L. T. (1995). *How family physicians learn a new medical procedure: Case investigations using the personal responsibility orientation model.* Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
23. Palumbo, D. V. (1990). *Influence of upper division education on adult nursing students as self-directed learners* (Doctoral dissertation, Syracuse University, 1989). *Dissertation Abstracts International, 51*, 382A.
24. Phelan, T. D. W. (1996). *Instruction in self-directed learning: Its impact on corporate MBA students' attitudes toward learning and development.* Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
25. Pilling-Cormick, J. (1996). *Development of the self-directed learning perception scale.* Unpublished doctoral dissertation, University of Toronto (Canada).
26. Reynolds, M. M. (1986). The self-directedness and motivational orientations of adult part-time students at a community college (Doctoral dissertation, Syracuse University, 1984). *Dissertation Abstracts International, 46*, 571A.
27. Rogers, D. E. (1996). *Deterrents to participation in continuing education activities of public school teachers in a rural setting.* Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
28. Sabbaghian, Z. S. (1980). Adult self-directedness and self-concept: An exploration of relationships (Doctoral dissertation, Iowa State University, 1979). *Dissertation Abstracts International, 40,* 3701A.
29. Sedore, A. (1988). The relationships among self-directed learning readiness, self-care agency, and health status in adults four to eight months after myocardial infarction (Doctoral dissertation, Syracuse University, 1988). *Dissertation Abstracts International, 50*, 601.
30. Sirmans, D. L. (2002). *Assessing organizational learning style using the Organizational Character Index and Myers-Briggs type theory.* Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.
31. Sisco, B. R. (1981). *A study of the attitudes of selected academics and selected decision-makers toward adult learners.* Unpublished doctoral dissertation, Syracuse University, Syracuse NY.
32. Six, J. E. (1989). Measuring the performance properties of the Oddi continuing learning inventory. (Doctoral dissertation, Syracuse University, 1987). *Dissertation Abstracts International, 49*, 701A.
33. Slusarski, S. B. (1998). *Learners' perspectives of the train-the-trainer program in creating the role of classroom trainer.* Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

34. Smith, J. C. (1989). *Public librarian perceptions of library users as self-directed learners*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

35. Umoren, A. P. (1978). Learning projects: An exploratory study of learning activities of adults in a select socioeconomic group. (Doctoral dissertation, University of Nebraska, 1977). *Dissertation Abstracts International, 38*, 2490A.

36. Vosko, R. S. (1985). The reactions of adult learners to selected instructional environments. (Doctoral dissertation, Syracuse University, 1984). *Dissertation Abstracts International, 45*, 3519A.

37. Zangari, D. J. (1978). Learning projects of adult educators in Nebraska post-secondary institutions. (Doctoral dissertation, University of Nebraska, 1977). *Dissertation Abstracts International, 38*, 7086A.

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