

Self-directed Learning Process in the Career Planning

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Self-Directed Learning

Self-directed learning is a process in which the student consciously activates and uses tools for regulating thinking, emotional processes and behavior in order to systematically acquire new knowledge and skills.

Good self-directed learning skills are an essential basis for young people to be able to motivate themselves to learn new things after finishing school, continuing their studies at a university or starting a professional career, learn to plan their learning without the encouragement of others, manage it and evaluate their achievements in order to improve them themselves.

Self-directed learning is one of the six cross-skill groups included in the enhanced curriculum as an important educational goal.

Self-directed learning occurs when the student proactively learns. This means that the student does not passively respond to the teacher's instructions and directions, but *does something himself before the learning* of a new topic begins, and *relentlessly, actively engages in the learning process*«

(Zimmerman, 2002; Lindner & Harris, 1992).

REFLECTING is a fundamental part of the process of planning, monitoring and evaluation. Reflecting means being able to manage your own learning with the help of questioning.

PLANNING.

The student thinks about learning goals and tasks - he considers how and with what techniques to achieve them. Creates an action plan and criteria that will demonstrate that the plan has been met

*What will I do to complete the task? What do I need?
How much time will I need?*

MONITORING.

The student implements his plan and monitors his performance, progress in achieving the set tasks; checks for mistakes and looks for better solutions. The student himself can decide to change the plan.

Am I succeeding as planned? What could be done differently? How do I check if I'm correct? Do I understand everything?

EVALUATION.

The student evaluates how successfully he has achieved the goals with the chosen activities/strategies. What went well and what could be done differently/better next time.

Have I completed the tasks as intended? What interfered? What worked? What could be done differently next time?

What is the benefit of self-directed learning?

Reviews of meta-analytic studies, which compare data from many similar studies, conclude that:

- If good self-directed learning skills are regularly used in the learning process, then up to 40% of **learning achievements improve**. It is during learning that cognitive and metacognitive strategies (strategies for thinking and thinking) enable students to achieve higher learning outcomes (*Allington, 2011; Anderman & Anderman, 2009; Cawelti, 2004; Good & Brophy, 2008; Hartman, 2010; Hattie, 2009; Marzano, 2007; Marzano & Pickering, 2011*).
- Good self-directed learning skills **predict higher academic and vocational achievement** than factors such as intelligence scores, parental education, or parental socioeconomic status. Students who learn to manage their thinking and learning processes better over time have more solutions to problems and are better able to concentrate on complex tasks. (*Goleman, 1996*).
- By implementing a systematic approach to the development of students' self-directed learning skills, the **classroom climate** also **improves**, students help each other in difficulties, and they begin to behave more purposefully towards the learning process (*Germuth et al., 2012*).

In general, students **develop a persistent desire to learn, are able to act purposefully and strategically more often and are more flexible when solving previously unsolved problems**. (*Hartman, 2002; Schraw, 2002*).



Modern concept of career

A successful career is perceived as:

- **a consistent sequence of roles throughout a person's life.**
- **as personal freedom, self-awareness and a person's personal understanding of success** *(Hall, 1976, etc.).*

One of the conditions for a successful career is a ***balance between work, family and free time.***

"When choosing a profession, a person actually chooses a way of self-realization"

(Super & Super, 2001)

Problems in choosing a career

Difficulty in choosing between what the student really likes and what family, friends, parents recommend based on more experience (the decision made must bring the young person well-being, peace and satisfaction).

Primary school graduates are relatively rarely oriented to vocational schools.

Applicants often choose an educational institution at the last moment, choosing an educational institution rather than a profession, as it should be in the context of a targeted career choice.

Stereotypes still prevail in society (the post-Soviet belief that someone should be oriented somewhere) that vocational school education is worse than general education.

!!! In career development, it is difficult to convince interested parties of another, much deeper, approach to career support.



Providing of career guidance and career choice in Latvia

- EUF project ***Career guidance in general and vocational education institutions***
- Education reform ***School 2030***
- The project ***Competence approach in the curriculum*** implemented by the National Education Content Center, which takes place within the framework of the Education Reform ***School 2030***
- EU Lifelong Learning programs operate: ***Comenius, Erasmus, Leonardo da Vinci, Gruntvig***
- ***Euroguidance*** network - provides information on career choices and study opportunities abroad
- ***eTwinning projects*** Learning projects for skill development



Valsts izglītības
attīstības aģentūra

Career Management Skills

School Career Education Program

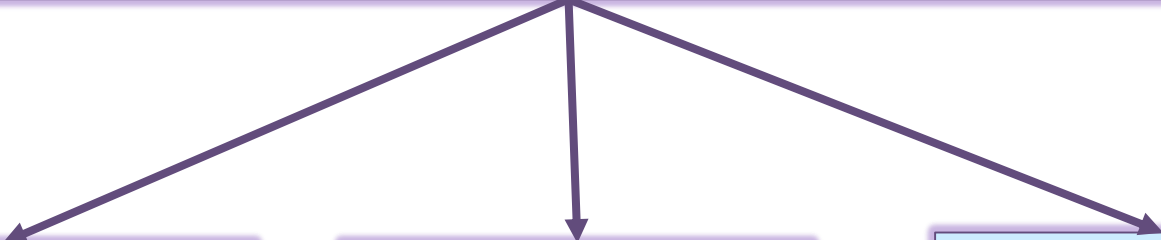
The process of education

Learning process

Extracurricular activities

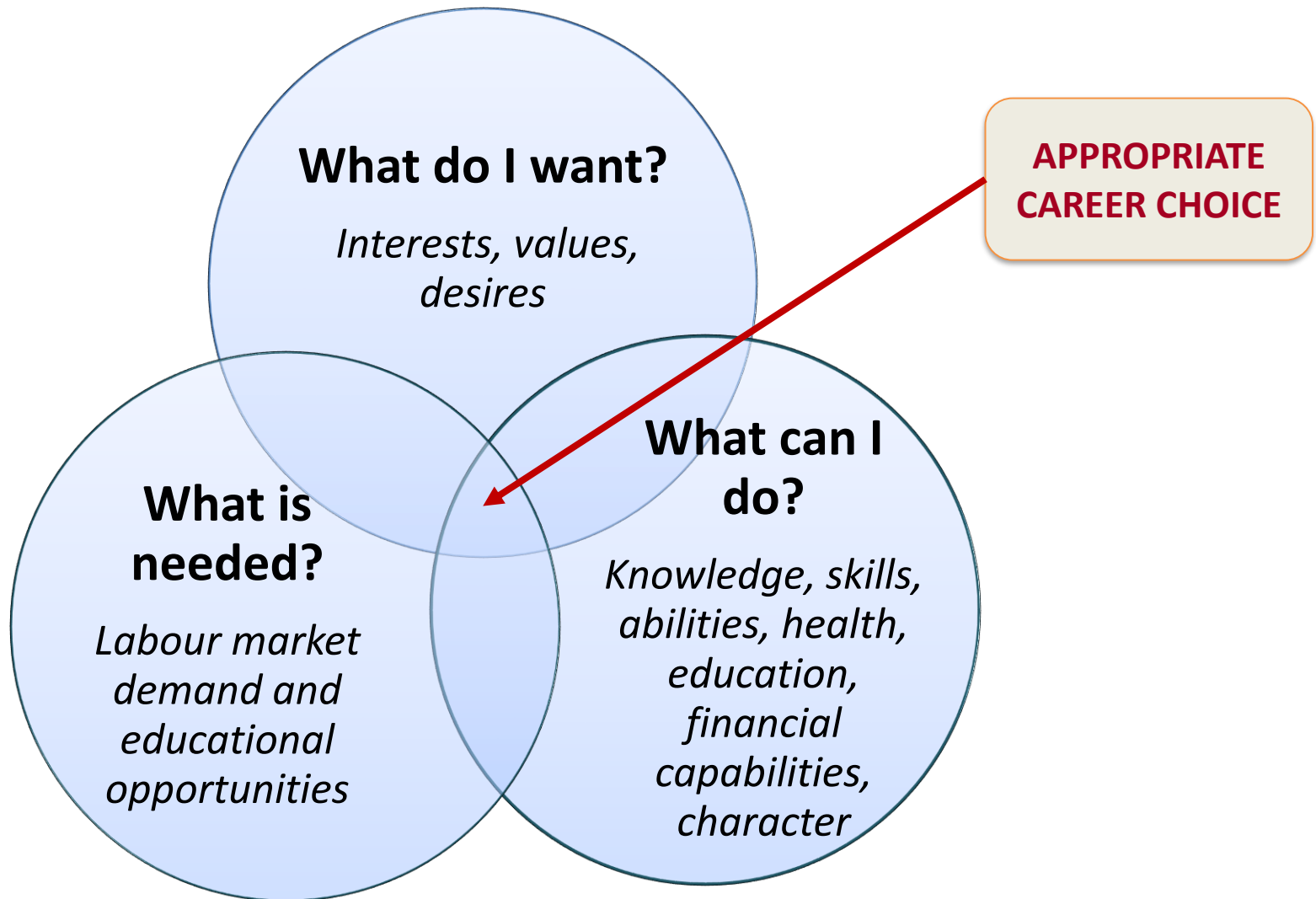
STUDENT INTERESTS

Career support activities

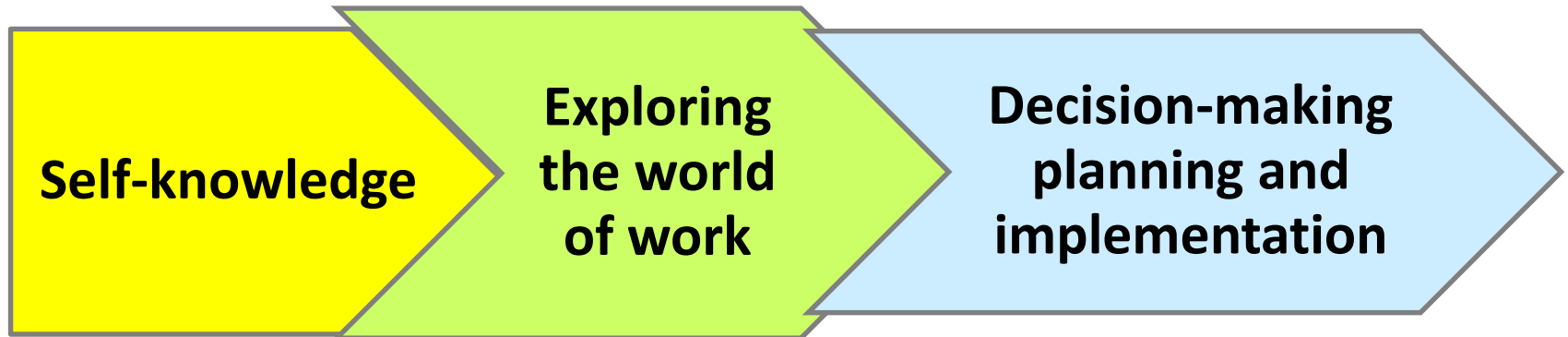


Approaches to the Implementation of Career Education in School

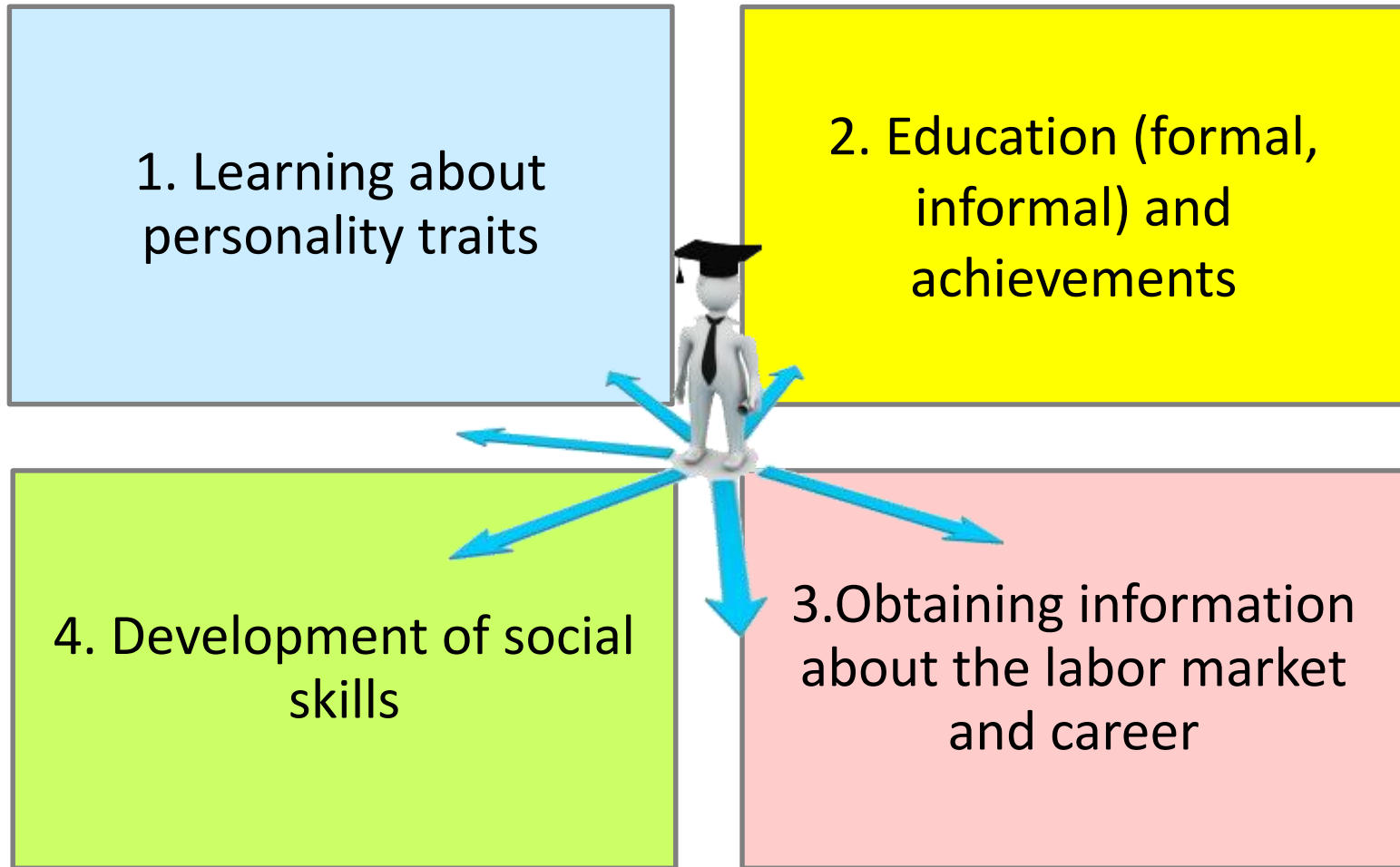
(1th variant)



Approaches to the Implementation of Career Education in School *(2nd variant)*



Approaches to the Implementation of Career Education in School *(3th variant)*



The basic task of career education at school is to prepare young people for social and professional integration in society

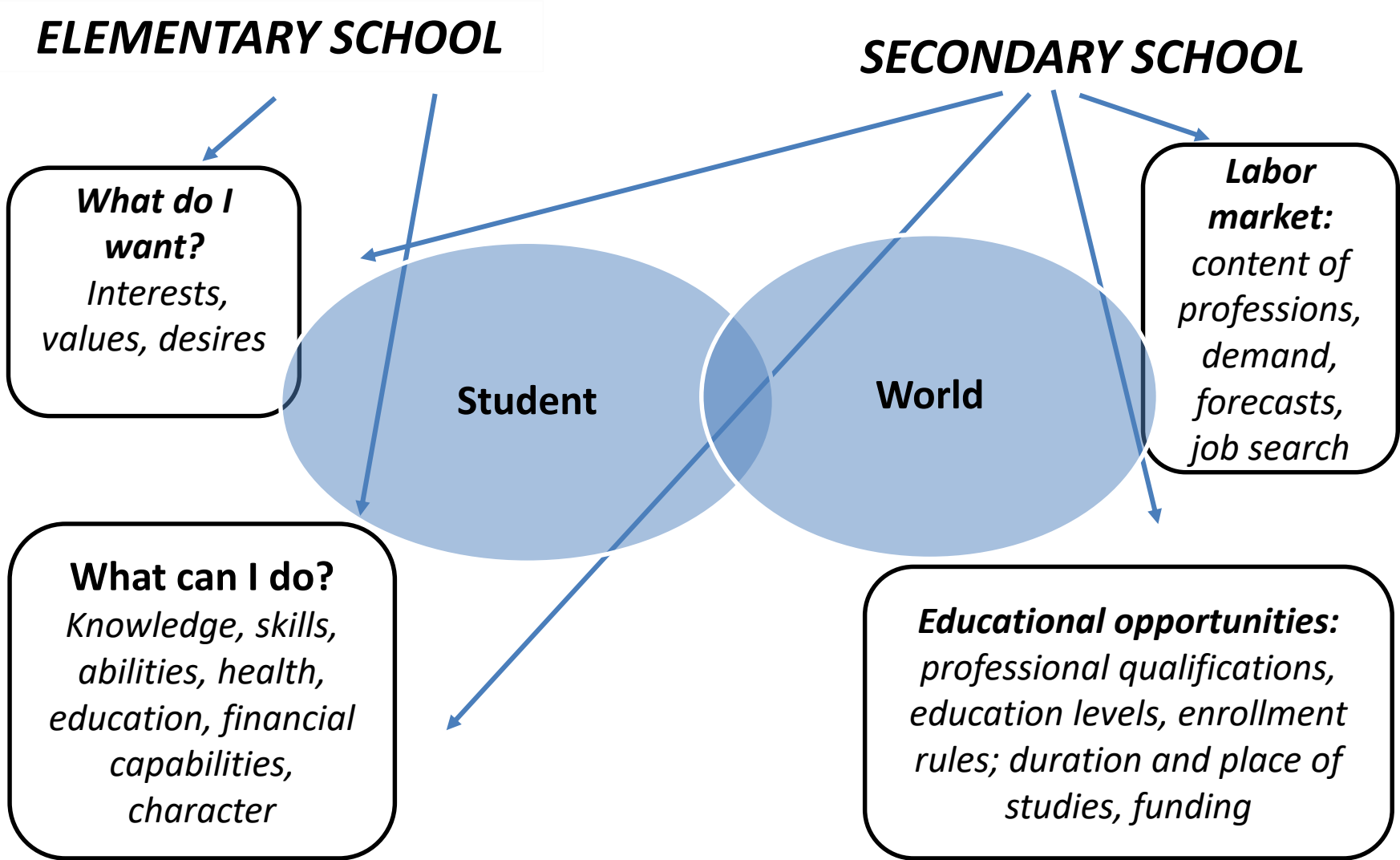
Education on three levels, helping students find answers to questions:

- *What am I?* (grades 1-6, 7)
- *Where am I going?* (grades 7-9)
- *How can I achieve this?* (grades 9-12)

In secondary school, student actually go through the third question again in more depth relating to career planning.

- Get to know yourself, be aware of all your strengths and areas that can be improved;
- Understand external factors: labor market, demand, supply, opportunities, interconnections;
- Plan meaningful actions, make choices.

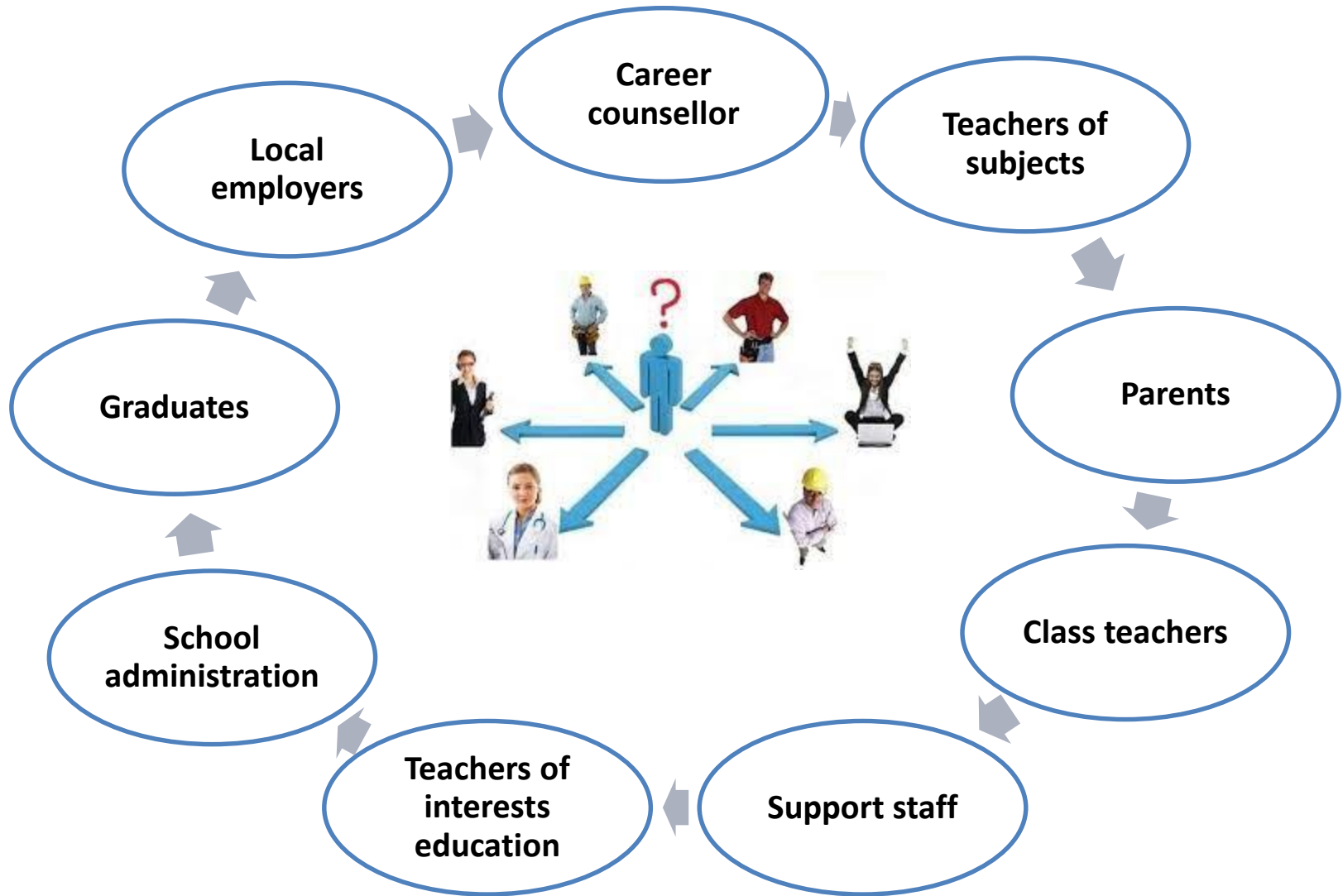
The content of career education in secondary school



Career education tasks at school

Preschool	Elementary school		Secondary school
	1st-6th grade	7th - 9th grade	
To create an idea of the professions in the immediate area while playing	<ul style="list-style-type: none"> - To create an understanding that professions are many and varied. - Each profession requires appropriate personal abilities and qualities. 	<ul style="list-style-type: none"> - To study, realize and critically evaluate own personal character traits, knowledge and skills in specific fields of study related to the professional field. - To create an idea of horizontal and vertical career opportunities. - Choose the type and level of further education. 	<ul style="list-style-type: none"> -To continue to become acquainted with the labor market offer, qualification level requirements for applicants. Continue self-study -To critically assess own suitability for the chosen professional field and improve your knowledge and skills accordingly. - To research and evaluate educational opportunities in Latvia and abroad.

Specialists involved in the implementation of career education at the school



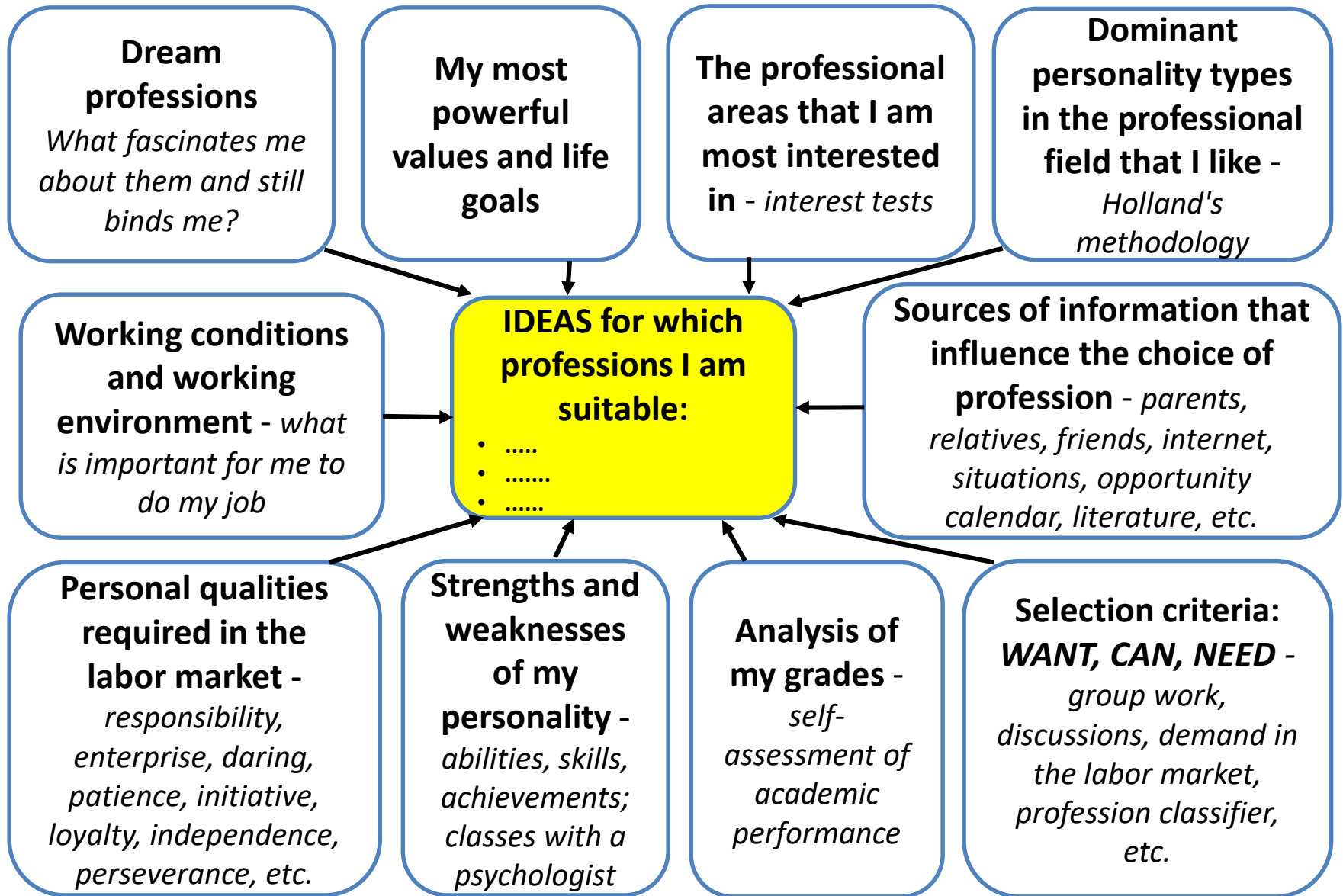
Relationship between career and general education

After graduating from elementary school (grade 9), the student has the option to continue his studies and obtain:

- general secondary education;
- secondary vocational education;
- professional education.

The Latvia education reform provides that from 2020 the **secondary school** offers special programs with a focus on professional fields, for example: ***engineering, natural sciences, business, technology, arts, languages, national defense***, etc.

Directions for self-directed career education and choice



Self-exploration: *Who am I?*

- *What are my strengths and weaknesses?*
- *What is my temperament?*
- *What experiences help me move forward?*
- *What are my work habits?*
- *Which people do I find easy to work with, and which ones do I have problems with? Why?*
- *Where am I going, how do I get there?*



Self-exploration: *the labour market*

The student's self-assessment in relation to the imagined profession, answering the questions:

May I? Will I be able to? Will I pass?

Evaluation criteria:

- *Abilities and skills required for work*
- *Education required for work*
- *Work content*
- *Possible satisfaction and difficulty*
- *Work items and means*
- *Working conditions and environment*



Methods promoting self-directed education



Basic principles of coaching - basic principles for building a personal life:

- Any choice is the best choice (if you don't make a decision, others decide your life)
- Everyone has all the resources they need
- Each of us is unique and each has its own place in the labor market
- Any action has a positive intention
- Changes are inevitable

Kas ir koučings? <https://www.youtube.com/watch?v=TKH7uih9We4>

Questions and answers

Game, debate on topics

- *What can end up with an ill-considered choice of profession?*
- *How do I know which profession is best for me?*
- *Should I choose one of my parents' professions?*
- *Which is more important condition:*
 - *interesting job or good salary?*
 - *prestigious or interesting job?.*



Task - Relations between profession and education

- 1. Choose one of the professions that interests you!*
- 2. Get acquainted with the specifics of the profession (description in the profession classifier, shadowing an employee, etc.).*
- 3. Discusses and presents the obtained information about the specifics of the profession, its educational opportunities, the subjects that are particularly well learned at school.*

Name of the profession	Study subjects	Requirements for educational level	Job opportunities	Interest in the profession: Yes/No Why?

Get to know the types of professions!

	man - man	man - art image	man - sign system	man - technique	man- nature
<i>Examples of professions</i>					
<i>Character traits and qualities necessary for a representative of the profession</i>					
<i>The advantages of choice</i>					
<i>Disadvantages of choice</i>					

Portfolio

Contents of the student's individual folder

- ***Self-study materials: qualities, character, abilities, interests, wishes, needs;***
- ***Education (formal, informal) and supporting documents;***
- ***CV***
- ***Career education planning materials - diary, practices, results of shadow days;***
- ***Achievements: awards, diplomas, etc. Creators of excellence***

Career Education Planner

Describe:

Profession/Title:

Experiences to be gained:

Describe:

Development Plan Summary

Use this section to provide a summary of your development. Outline in the context of competencies you believe you need to develop to improve performance in your current role and for your next role and ultimately to fulfil your career aspirations. I would suggest 2-3 competencies at most and also consider the learning model i.e. 70/20/10

- 70% on the job – suggestion – tie back to delivery/exceeding your current year commitments and developing the competencies you want to develop.
- 20% learning from others – this about getting a mentor and leveraging key stakeholders to learn from
- 10% training(classroom) – Consider in house training and external seminars, conferences, etc.

Learning on the Job	Start Date	End Date	Activity Status
Focus area:			
Activity description:			
Focus area			
Activity description:			
Learning from Others	Start Date	End Date	Activity Status
Focus area:			
Activity description:			
Focus area:			
Activity description:			
Learning through Training	Start Date	End Date	Activity Status
Focus area : Leadership Development			
Activity description:			

CAREER PLANNING

Career/Future Plan

Who you are?
Analytical, driven, ambitious, prescriptive, or active, enjoy working with numbers/ money, imaginative, systematic, disciplined

Education
B Levels - Maths, Chemistry, Physics
Masters - MChem
PhD - Computational Chemistry
MBA - Warwick

Employment etc.
Tes Valley - Factory operative
E.ON Computers - Java/Manager
Sewers Trust Laboratories
- Analyst
- Team leader
- Logistics Manager
E-Local Trading - Futures trader

Personal Preferences
Being involved in a competitive environment with opportunities for performance

Values
Maximize return on time, create efficiency, contribute to team objectives or perform as individual

Limitations
International experience, foreign language

My Goals:

Short Term Work - secure a position with opportunity for progression on demonstration of ability	Mid Term (2-5 yrs) Develop into a senior role	Long Term (2-5 yrs) Head business unit/unit head
Home - Visit to follow in Canada, support younger brother in developing rugby club	Confirm commitment to long term relationship	Support family situation

Current competencies, skills, knowledge, experience
Analytical, modelling, chemistry, logistics, systems, processes, project management, presentation
Interest rate futures markets, technical, fundamental, psychological
Management, property, trading, research, business improvement

Development needs and Skills required for current job and future goals
Understanding of other investment techniques - to be satisfied by exposing to research during the MBA
Team response to company strategy to add to day performance management experience and to lay foundation for more senior position
The ability to create and develop new business units or entry into new markets.

Action Plan
Develop plan to utilize MBA placement as an opportunity to experience and demonstrate ability to potential future employer, investigate trading availability in sectors other than banking e.g. HCN, BP

Action Plan

Career Goal This is where you want to be at the end of your career navigation	What is my big picture career goal?
Location Where do you think you want to live or work	Where would I like to live and work?
Education/Training /Experience Refer to your research for this information	What are my best options for getting the necessary education/training/experience? How will I pay for this? What are the steps that I will take towards getting this education/training/experience? 1. 2. 3. 4. 5.
Skills Example: writing skills, machine operating skills,	What hard and soft skills are needed or helpful for this career?

Learn about yourself and others

- My sources of inspiration ...
- My free time activities/hobbies
- The closest person/authority to whom I listen and respect ...
- My favorite thing ...
- The best innovation in the world ...

Making a decision

Task

1. Enter three career fields (profession) in the selection table.
2. They are ranked in order of priority (1st-3rd) according to how well each field (profession) provides job satisfaction.
3. No evaluates your choices (4- very satisfactory, 3- quite good, 2- satisfactory (enough), 1- not at all).

	Choice Nr.1	Choice Nr.2	Choice Nr.3
Interests			
Category of benefits (data/people/things)			
Abilities/Skills			
Work values			

Methods for obtaining feedback on the progress and results of self-directed career education of students:

- *Quick questions*
- *Incomplete sentences*
- *Exit ticket*
- *Brainstorm*
- *Concept map*
- *We learn from mistakes*
- *Wind indicator*
- *Risks*
- *etc.*

Types of student research results (1)

Personal characteristics - self-evaluation and evaluation of classmates

Profession group - *man-man, man-nature, man-technology, man-sign system, man-art*

Type of perception: concrete, abstract, emotional.

Assessment of individual skills:

- **Social skills** (*work in a team, leadership skills, communication skills, customer orientation, verbal communication, foreign language skills*)
- **General skills** (*problem solving, IT and business skills, flexibility, mathematical ability, business acumen, reliability*)
- **Self-reliance skills** (*self-awareness, self-expression, entrepreneurship, cooperation skills, willingness to learn, planning skills*)

Types of student research results (2)

- Skills related to the profession
- Average grade for the academic year
- The highest grades in academic subjects
- Lowest grades in academic subjects
- Favorite subject of study
- Interests and hobbies
- Health indicators

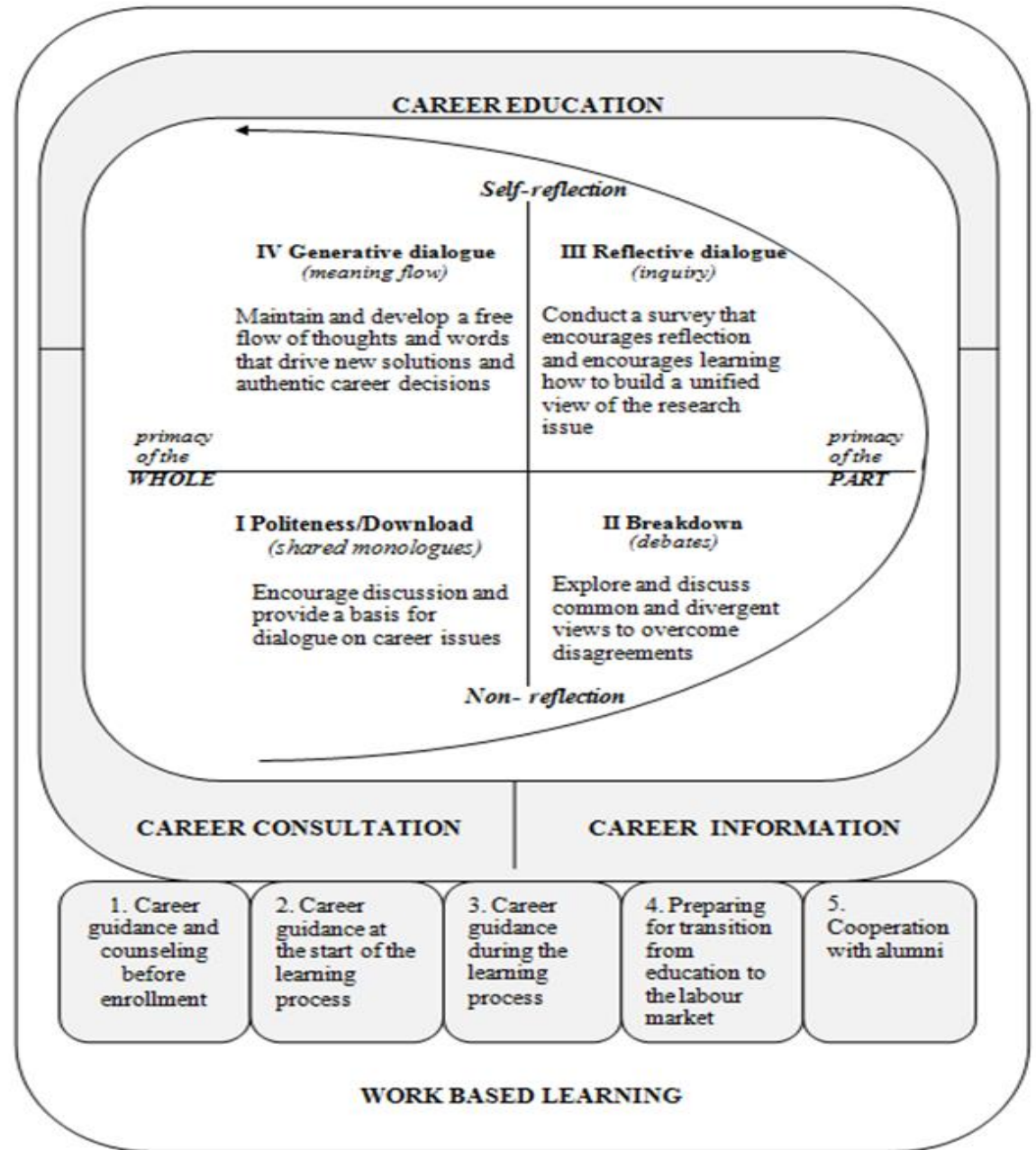
First-year students' career guidance program for work-based learning

Rutina K., Soika I. (2020). Thematic planning of first-year students' career guidance program for work-based learning. *In RURAL ENVIRONMENT. EDUCATION. PERSONALITY*. Vol.13. ISSN 2255-5207.

Topic	The aim	Achievable result and development of career management skills (CMS)
1. Social adaptation in the new environment	To develop an experience of mutual cooperation in new learning and living conditions	1) Able to understand changes and adapt to new circumstances. 2) Knows what guidance is available in an educational institution. <i>CMS: self-knowledge, self-esteem and self-development</i>
2. Get to know the chosen profession	To understand the opportunities and requirements of the industry's market	Knows the labour market requirements of the industry in the chosen profession and understands their importance. <i>CMS - an exploration of the profession</i>
3. Understanding of values	To promote a deeper self-knowledge	1) Is able to define his / her values and understand how they can be useful in the profession. 2) Knows that values need improvement <i>CMS: self-knowledge, self-esteem, self-development, and analysis of the results</i>
4. Defining of learning styles	To be able to evaluate one's abilities and created opportunities in the learning process	Knows learning styles and understands own learning style <i>CMS: self-knowledge, self-esteem, self-development, and analysis of the results</i>
5. My strengths and character traits that are useful for my profession	To be aware of own strengths and weaknesses	1) Able to discover and analyze my own strengths and weaknesses. 2) Knows strategies for promoting self-esteem. <i>CMS: self-knowledge, self-esteem, self-development, and decision-making</i>
6. Formation of Digital Portfolio	To create and use a digital portfolio that will help the career decision-making	Able to create and enrich a digital career portfolio using the varied resources of ICT. <i>CMS: selection, analysis, compilation and visualization of information; self-knowledge</i>
7. Role of study subjects in the acquisition of a profession	To understand the importance of the study subjects in the acquirement of profession	Able to see the connection between the study subject and the profession. <i>CMS: occupational research in the field of study subjects</i>
8. Introductory day at the company	To give a concept about the specifics of work in the industry	1) Have a picture of the company where the training will take place. 2) Is aware of the tasks and requirements set out in the individual plan. <i>CMS: research into the world of work; decision-making; developing an action plan.</i>
9. Development of social skills for work-based learning	To promote the development of social skills and the ability to use them in the work environment.	1) Able to present oneself, make contacts and collaborate with colleagues in the work environment. 2) Is able to solve work-related problems. 3) Is able to improve the skills necessary to carry out work in the chosen profession. <i>CMS: self-knowledge, self-evaluation; decision-making, development of competencies.</i>
10. How to deal with doubts and uncertainty?	To be able to deal with doubts and make the right decision.	1) Know where to get career guidance. 2) Able to make informed decisions. <i>CMS: self-knowledge; study of labour market conditions in the sector; decision-making.</i>

Career dialogue

Soika I. (2020). *Goals of the Dialogue of Students Career Guidance in Vocational Secondary Education. In RURAL ENVIRONMENT. EDUCATION. PERSONALITY. Vol.13. ISSN 2255-5207.*





*Make your work filled with life, not your life
filled with work.*

/Kurt Cobain/