SELF LEARNING

Learning done by oneself, without a teacher or instructor.
# SELF LEARNING

## Teaching-Learning

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<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>ISBN</th>
<th>Library Catalog ID</th>
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<tbody>
<tr>
<td>Learning and changing: through programmatic self-study and peer review (Book)</td>
<td>Jodi Levi Laufgraben and Peter T. Ewell</td>
<td>978-1563770678</td>
<td>378 Lea</td>
<td>Collection in Rack 13, 1st Floor, Anggrek Campus</td>
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<tr>
<td>Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning (Book)</td>
<td>Mary E. Huba and Jann E. Freed</td>
<td>978-0534582842</td>
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<tr>
<td>Framing Learner-centric Teaching: A Design-oriented Perspective (Online Resources)</td>
<td>Mr. Cheah Kok Ming</td>
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<td>Martial Arts Wisdom and Modern Skills Education (Online Reading)</td>
<td>Assoc Prof Joel Lee</td>
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## Coaching & Mentoring

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<td>Facilitating problem-based learning: illuminating perspectives (Book)</td>
<td>Best Practices: Motivating Employees: Bringing Out the Best in Your People (Book)</td>
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<td>Coaching, counseling and mentoring: how to choose and use the right technique to boost employee performance. (Book)</td>
<td>Leadership: leadership development methods and tips (Online Resources)</td>
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<td>Best Practice in Performance Coaching: A Handbook for Leaders, Coaches, HR Professionals and Organizations (Book)</td>
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## Leadership

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## Communication

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<td>Asking Questions (Online Resources)</td>
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Coaching & Mentoring

By: Maggi Savin-Baden (Author)
Library Catalog ID: 378.17 Sav, f
Collection in Rack 13, 1st Floor, Anggrek Campus
Interest in problem-based learning continues to flourish worldwide; however, there have been relatively few resources to help readers examine the complex issues relating to facilitating its implementation of problem-based learning and the ongoing development of staff, students and the curriculum. Facilitating Problem-Based Learning explores a broad range of issues about facilitation, in particular: understandings of facilitation that have emerged from the author’s recent re-search and ways of equipping and supporting staff in terrestrial and virtual contexts. It also questions how students are assessed and suggests ways of preventing plagiarism in problem-based learning.

**Coaching, counseling and mentoring: how to choose and use the right technique to boost employee performance, 2nd Edition (2007)**
By: Florence M. Stone (Author)
Library Catalog ID: 658.312 4 Sto, c
Collection in Rack 23, 1st Floor, Anggrek Campus
There’s a big difference between continuously encouraging employees to do their jobs well (coaching), attempting to fix poor performance (counseling), and helping top performers excel (mentoring). Unfortunately, most managers don’t truly understand how and when to do each. The updated and revised edition of “Coaching, Counseling & Mentoring” gives managers specific, practical techniques for using all three to improve the performance of all their people. Filled with helpful tools like self-assessments and real-life scenarios, this is an essential guide for managers who want to build their confidence and skill in getting the most from their people.

By: Carol Wilson (Author)
Library Catalog ID: 658.312 4 Wil, b
Collection in Rack 23, 1st Floor, Anggrek Campus
Best Practice in Performance Coaching is both an introduction for those thinking of becoming or hiring a coach — private or corporate — and a reference guide for experienced coaches. A practical guide to the “what” and “how” of performance coaching, it covers all topics from the personal and executive angle and explains the structure of a coaching relationship. There is extensive guidance on coaching techniques, models, and tools as well as advice on how to train as a coach, how to run a coaching practice and how to structure coaching sessions.

Leadership

**Best Practices: Motivating Employees: Bringing Out the Best in Your People (2007)**
By: Barry Silverstein (Author)
ISBN-10: 0061145610
Library Catalog ID: 658.314 Sil, b
Collection in Rack 23, 1st Floor, Anggrek Campus
The Collins Best Practices guides offer new and seasoned managers the essential information they need to achieve more, both personally and professionally. Designed to provide tried-and-true advice from the world’s most influential business minds, they feature practical strategies and tips to help you get ahead.

**Leadership: leadership development methods and tips**
Alan Chapman
http://www.businessballs.com/leadership.htm
This leadership tips webpage is a general guide to modern ethical progressive leadership. Explaining and understanding the nature of good leadership is probably easier than practicing it. Good leadership requires deep human qualities, beyond conventional notions of authority.

Communication

**Asking Questions**
By: Prof Koh Khee Meng
Prof Koh Khee Meng is NUS OUTSTANDING EDUCATOR AWARD WINNER, http://www.nus.edu.sg/uawards/educator.php
Faculty of Science - NUS

Prof Koh Khee Meng sharing an experience on practicing ‘Asking Questions’ from his teaching especially in small classes such as Freshman Seminars and Honors Project.

Group Discussions.

15 Ways of the Successful Self-Directed Learner

by Jeff Cobb

The “why” of self-directed learning is survival—your own survival as an individual, and also the survival of the human race. Clearly, we are not talking here about something that would be nice or desirable….We are talking about a basic human competence—the ability to learn on one’s own—that has suddenly become a prerequisite for living in this new world. – Malcom Knowles, 1975

While lifelong learning and self-directed learning are not equivalent, they overlap substantially. I think the following points apply equally to both:

1. Takes initiative
   This first one is core to the entire concept of “self-directed.” The successful self-directed learner does not wait for someone else to say “you must learn this.”

2. Is comfortable with independence
   Self-directed learners do not always act autonomously or independently. Indeed, increasingly they must cultivate their networks to learn effectively. Nonetheless, successful self-directed learners know how to be self-reliant.

3. Is persistent
   Learning takes time, it takes repetition, and it takes practice. Successful self-directed learners stick to it.

4. Accepts responsibility
   The successful self-directed learner embraces responsibility for doing the work of learning and doing it well.

5. Views problems as challenges, not obstacles
   The successful self-directed learner embraces a growth mindset and is not easily thwarted when the going gets tough.

6. Is capable of self-discipline
   Even when learning is enjoyable (which, for the successful self-directed learner, it usually is), it often requires discipline. The self-directed learner knows (or learns!) how to develop and maintain discipline.

7. Has a high degree of curiosity
   Successful self-directed learners have a high propensity for asking why—and lots of other questions.

8. Has a strong desire to learn or change
   The successful self-directed learner is intrinsically motivated. She has a will to learn and sees learning as a positive path forward.

9. Is self-confident
   Successful self-directed learners have a solid sense of “self-efficacy” – the belief that one is capable of performing in a certain manner to attain certain goals.

10. Is able to use basic study skills
    As I have said here before, skills like taking notes effectively are useful for a lifetime. The self-directed learner knows this.

11. Organizes his or her time
    While self-directed learning does not require the obsession with productivity that seems to be everywhere on the Interweb, the successful self-directed learner nonetheless knows how to find and manage time effectively to allow for learning.

12. Sets an appropriate pace for learning
    The successful self-directed learner recognizes that learning is as much (if not more) about the process than the outcome and doesn’t try to do too much too fast.

13. Develops a plan for completing work
    Setting a plan is part of setting the pace and ultimately reaching the destination. The successful self-directed learner recognizes this.

14. Has a tendency to be goal-oriented
    While not all self-directed learners consciously set goals, they nonetheless tend to have an end in mind when they start down the learning path.

15. Enjoys learning
    The proverbial bottom line: the successful self-directed learner simply likes to learn.