

## International Self-Directed Learning Symposia Publications, 1988-2003: Index to Chapters

For information on the development of this index, go to [www.sdlglobal.com/Products](http://www.sdlglobal.com/Products)

A sample of the correct APA 6<sup>th</sup> 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.

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

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning reconsidered.	1-9
2	S. M. Brookfield	Conceptual, methodological and practical ambiguities.	11-37
3	R. S. Caffarella & J. M. O'Donnell	Research in self-directed learning: Past, present and future trends.	39-61
4	C. E. Kasworm	Self-directed learning in institutional contexts: An exploratory study of adult self-directed learners.	65-97
5	R. Hiemstra	Self-directed learning: Individualizing instruction.	99-124
6	L. M. Guglielmino & P. J. Guglielmino.	Self-directed learning in business and industry: An information age imperative.	125-148
7	R. M. Smith	Improving dissemination of knowledge about self-directedness in education.	149-167
8	C. Danis & N. A. Tremblay	Autodidactic learning experiences: Questioning established adult learning principles.	171-197
9	G. Spear	Beyond the organizing circumstances: A search for methodology for the study of self-directed learning.	199-221
10	P. Penland	Self-directed learning and natural language processing.	223-251
11	H. B. Long & S. K. Agyekum	Self-directed learning: Assessment and validation.	253-266

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.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning: Emerging theory and practice.	1-11
2	L. A. Bonham	Self-directed orientation toward learning: A learning style.	13-42
3	J. M. Peters	Self-direction and problem solving: Theory and method.	43-52
4	D. R. Garrison	Facilitating self-directed learning: Not a contradiction in terms.	53-62
5	L. M. Guglielmino	Development of an adult basic education form of the <i>Self-Directed Learning Readiness Scale</i> .	63-75
6	C. McCoy & M. Langenbach.	Self-directed learning among clinical laboratory scientists: A closer look at the <i>OCLI</i> .	76-85
7	S. K. McCune & G. Garcia, Jr.	A meta-analytic study of the relationship between adult self-direction in learning and psychological well-being: A review of the research from 1977 to 1987.	87-97
8	J. K. DeJoy & H. Mills.	Bridging theory and practice: Applications in the development of services for self-directed learners.	99-111
9	C. Sexton	The contribution of W. H. Kilpatrick's work (1918) to adult self-directed learning theory.	113-123
10	H. B. Long.	Truth unguessed and yet to be discovered: A professional's self-directed learning.	125-135

Long, H. B., & Associates (Eds.). (1990). *Advances in research and practice in self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Changing concepts of self-direction in learning.	1-7
2	P. C. Candy	The transition from learner-control to autodidaxy: More than meets the eye.	9-46
3	P. Jarvis	Self-directed learning and the theory of adult education.	47-65
4	L. S. Gerstner	On the theme and variations of self-directed learning.	67-92
5	G. Eisenman	Self-directed learning -- A growth process?	93-122
6	J. M. Peters	Analysis of practical thinking in self-directed learning.	123-144
7	S. McCune, L. M. Guglielmino, & G. Garcia, Jr.	Adult self-direction in learning: A meta-analytic study of research using the <i>Self Directed Learning Readiness Scale</i> .	145-156
8	R. F. West & E. L. Bentley, Jr.	Structural analysis of the <i>Self-Directed Learning Readiness Scale</i> : A confirmatory factor analysis using LISREL modeling.	157-180
9	G. Adekanmbi	The concept of distance in self-directed learning.	181-201
10	M. Dorsey, R. Manning, & T. Shindell	Action science as a paradigm for a critical theory of self-directed learning.	203-219
11	L. A. Cavaliere	The Wright brothers as self-directed learners: The role and relation of goal setting, feedback and motivation during the process of their self-directed learning project.	221-234
12	J. Lambert & J. Rountree-Wyly	Self-directed learners: Women climbing the corporate ladder.	235-248
13	A. Sgroi	The drive to learn: Self-directed learning in a formal institutional setting.	249-264
14	R. E. Nolan	Self-direction in adult second language learning.	265-278
15	H. B. Long & S. K. Agykum	Toward a theory of self-directed learning: An appraisal of Gibbons' principles and strategies.	279-293

Long, H. B., & Associates (Eds.). (1991). *Self-directed learning: Consensus and conflict*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning: Consensus and conflict.	1-9
2	H. B. Long	Challenges in the study and practice of self-directed learning.	11-28
3	N. A. Tremblay & J. P. Theil	A conceptual model of autodidactism.	29-51
4	L. A. Bonham	Functional and dysfunctional uses of self-directedness in adult learning.	53-70
5	R. F. West & E. L. Bentley, Jr.	Relationship between scores on the <i>Self-Directed Learning Readiness Scale</i> , <i>Oddi Continuing Learning Inventory</i> and participation in continuing professional education.	71-92
6	T. Adenuga	Demographic and personal factors in predicting self-directedness in learning.	93-106
7	H. B. Long	College students' self-directed learning readiness and educational achievement.	107-122
8	G. J. Confessore	Human behavior as a construct for assessing Guglielmino's <i>Self-Directed Learning Readiness Scale</i> : Pragmatism revisited.	123-146
9	S. L. McCune and L. M. Guglielmino.	The validity generalization of Guglielmino's <i>Self-Directed Learning Readiness Scale</i> .	147-154
10	T. R. Redding	Spark-gap to space: A study of self-directed learning.	155-175
11	S. M. Steele	Reflection on a personal self-directed independent learning activity.	177-198
12	G. Grow	The staged self-directed learning model.	199-226
13	L. H. Hill	Facilitating the self-directed learning of professionals: An exploration.	227-243
14	"Morris" H. K. Baskett	Processes involved with developing autonomous learning competencies.	245-272
15	J. Rountree, J. Lambert, M. Rice, and L. J. Korhonen.	The future of self-directed learning as related to continuing professional education.	273-280
16	K. Kazeem	Adapting the concept of self-directed learning to Islamic educational practice.	281-296

Long, H. B., & Associates (Eds.). (1992). *Self-directed learning: Application and research*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Learning about self-directed learning.	1-8
2	H. B. Long	Philosophical, psychological and practical justifications for studying self-direction in learning.	9-24
3	G. J. Confessore & S. J. Confessore	In search of consensus in the study of self-directed learning.	25-46
4	C. Danis	A unifying framework for data-based research into adult self-directed learning.	47-72
5	L. S. Gerstner	What's in a name? The language of self-directed learning.	73-96
6	P. Jarvis	Free-will, freedom and self-directed learning.	97-117
7	R. S. Caffarella	Research in self-directed learning: Some critical observations.	119-130
8	J. E. Jones	Validation study of the <i>Self-Directed Learning Readiness Scale</i> with university and community art students.	131-145
9	T. R. Redding & L. Aagaard	A descriptive investigation of the construct of self-direction.	147-161
10	M. A. Price, J. Kudrna, & J. Flegal	An exploratory study of self-directed learning readiness and field independence/dependence among students in architectural design studios.	163-180
11	L. M. Guglielmino	Familial relationships in readiness for self-directed learning.	181-188
12	H. B. Long & S. M. Walsh	An analysis of a modified form of Guglielmino's <i>Self-Directed Learning Readiness Scale</i> .	189-207
13	G. A. Straka & J. Will	Self-directed learning in the Federal Republic of Germany.	209-222
14	C. E. Kasworm	Adult learners in academic settings: Self-directed learning within the formal learning context.	223-244
15	T. R. Titsworth, J. D. Hess, & L. Hawkins	A comparative study of selected student data to determine relative success of students enrolled in telecourses versus those enrolled in live classes at Rogers State College.	245-264
16	G. L. Loving	Educational context, motivational orientation and cognitive flexibility in undergraduate nursing education.	265-286
17	S. M. Steele	Evaluation and self-directed learning.	287-307
18	G. M. Piskurich	Preparing the learner for self-directed learning.	309-321
19	R. Hiemstra	Individualizing the instructional process: What we have learned from two decades of research on self-direction in	323-344

		learning.	
20	J. K. DeJoy & H. H. Mills	Evaluation of a self-directed learning program for adult learners.	345-354
21	S. Courtney & S. Rahe.	Dimensions of self-directed learning in personal change: The case of weight loss.	355-380
22	M. Moran & F. Weatherby	Adult self-directed learning in a professional program.	381-392
23	C. M. Baker & H. A. Nishikawa	The continuum of self-directed learning within a graduate professional course.	393-400

Long, H. B., & Associates (Eds.). (1993). *Emerging perspectives of self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning knowledge: Some issues.	1-8
2	H. B. Long, T. R. Redding, & G. Eisenman	Development of self-directed learning readiness: A longitudinal study.	9-25
3	D. R. Garrison	An analysis of the control construct in self-directed learning.	27-43
4	G. J. Confessore, H. B. Long, & T. R. Redding	The status of self-directed learning literature, 1966-1991.	45-56
5	A. A. Baldonado	Non-paradigm self-directed learning.	57-73
6	L. A. Bonham	The wandering education of a man: Louis L'Amour's lifelong self-directed learning.	75-97
7	C. H. Olgren	Cognitive strategies and self-directedness: Research into adults' learning processes.	99-115
8	S. J. Confessore & G. J. Confessore	The limits of consensus in the study of self-directed learning.	117-139
9	K. R. Nelms	Information technologies and self-directed learning: Structures for evaluation and application.	141-160
10	J. K. DeJoy & R. Herrmann	Counseling adults for academic and technological self-directed learning: Emotional dimensions.	161-174
11	R. Coughlan & C. Scriber	Enhancing self-direction: An analysis and assessment of motivation and ability.	175-186
12	T. F. Donlon	Self-directed learning in the context of the nontraditional degree.	187-200
13	J. E. Tanner	Perspectives of foreign language learning: Psychological implications for self-directed learning theory.	201-213
14	L. Hill & W. H. Taylor	Practicing what we preach: Self-directed learning for adult educators.	215-228
15	R. Foucher & N. Tremblay	Self-directed learning in the workplace: A framework for analysis.	229-245
16	W. J. Kops	Self-planned learning of managers in an organizational context.	247-261
17	G. M. Piskurich	Evaluating self-directed learning in a business environment.	263-281

Long, H. B., & Associates (Eds.). (1994). *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Challenging some myths about self-directed learning research.	1-14
2	H. B. Long & C. H. Stubblefield.	Childhood experiences as origins of self-directed learning readiness.	15-22
3	J. E. Jones	Self-confidence and self-directed learning: An overview from social-cognitive psychology.	23-38
4	H. B. Long, T. R. Redding, & G. Eisenman	A longitudinal study: Social behavior and <i>SDLRS</i> scores.	39-57
5	R. H. & R. G. Brockett	From behaviorism to humanism: Incorporating self-direction in learning concepts into the instructional design process.	59-80
6	E. R. Eberling	Self-undirected learning.	81-92
7	L. F. Padberg	The organizing circumstance revised: Environmentally structured learning projects among adults with low formal education.	93-110
8	G. M. Piskurich	The current state of SDL in business and industry.	111-119
9	P. Bouchard	Self-directed professionals and autodidactic choice.	121-137
10	P. Carre	Self-directed learning in French professional education.	139-148
11	G. A. Straka, M. Kleinmann, & M. Stokl	Self-organized job related learning: An empirical study.	149-160
12	P. J. Guglielmino & L. A. Klatt	Self-directed learning readiness as a characteristic of the entrepreneur.	161-173
13	R. Durr, L. M. Guglielmino, and P. J. Guglielmino.	Self-directed learning readiness and job performance at Motorola.	175-185
14	K. C. Weldon & M. E. Denny	Continuous workplace learning: An assessment of learner perceptions.	187-200
15	S. J. Confessore and G. J. Confessore	Learner profiles: A cross-sectional study of selected factors associated with self-directed learning.	201-227
16	S. M. Steele	Seeing information sources from the learner's perspective.	229-246



Long, H. B., & Associates (Eds.). (1995). *New dimensions in self-directed learning*. Norman, OK: Public Managers Center, Educational Leadership and Policy Studies Department, College of Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long, S. K. Agyekum, & C. Stubblefield	Origins of self-directed learning readiness.	1-21
2	H. B. Long, T. R. Redding, & G. Eisenman	Longitudinal study of self-directed learning: <i>SDLRS</i> scores at the 5th, 85th and 11th grades.	23-37
3	D. L. Kitson, D. F. Lekan, & P. J. Guglielmino.	Self-directed learning readiness personality correlates.	39-48
4	J. Pilling-Cormick	Existing measures in the self-directed learning literature.	49-60
5	J. E. Jones	Using private speech to promote self-directed learning systems	61-72
6	M. H. Kreszock	Snapshots: The autodidact and motivational orientations.	73-85
7	M. Hrimech	Some self-regulated learning strategies utilized by advanced adult learners.	87-97
8	S. J. Confessore	What student journals reveal about the learning process.	99-112
9	L. A. Bonham	A self-directed study of self-directed learning.	113-126
10	R. Bedard	A new reality to be fostered by self-directed learning: The adult spiritual experience.	127-134
11	V. Bryan & S. F. Schulz	Self-directed learning in distance education: The relationship between self-directed learning readiness scores and success in completing distance education programs through home-study training.	135-157
12	L. A. Bonham	Self-directed learning versus constructivist learning: Candy revisited.	159-163
13	T. R. Redding	Recording Maslow's needs hierarchy based on self-directed learning considerations.	165-179
14	J. A Barnes	Is self-directed learning possible in professional education?	181-196
15	R. Bloyd, G. Hoban, & A. D. Wall	Self-efficacy and the adult learner.	197-215
16	H. B. Long & K. Barnes	Self-directed learning in nursing education.	217-242
17	G. A Straka & P.	A conceptual framework for self-directed learning	243-255

	Nenniger	readiness.	
18	J. W. Cheong & H. B. Long	Small-group-centered teaching and its effect on students' readiness for self-directed learning: A case study of a Korean University course.	257-266
19	C. K. Cheong, C. K. Lee, & H. B. Long	Self-directed learning readiness and some related variables: A study of self-educated people in Korea.	267-276
20	Y. Boxi	Program of the Chinese higher education examination and its historical origin.	277-280
21	P. J. Guglielmino, L. A. Klatt, & L. M. Guglielmino	A preliminary examination of cultural differences in worker readiness for self-directed learning.	281-291
22	R. Foucher	Factors affecting organizational policies and practices regarding self-directed learning.	293-314
23	M. Denny & K. C. Weldon	Developing a workplace learning process -- From theory to practice.	315-321
24	J. H. Burns	Self-directed learning behaviors as identified by business training professionals in sales training settings.	323-334
25	R. Durr	Integration of self-directed learning into the learning process at Motorola.	335-343
26	R. Foucher & A. Gosselin	Commitment to learner-autonomy at Quebec-Telephone: A case study of internships and formal recognition of self-acquired knowledge.	345-365
27	H. B. Long & S. S. Morris	Self-directed learning in business and industry: A review of the literature, 1983-1999.	367-380
28	A. Baldonado & H. Clayton	Coaching/mentoring: Implications for the self-directed learner.	381-394
29	R. Gower & R. Cunningham	Teacher-directed staff development: A study of the personal dimensions of change and innovation.	395-411

Long, H. B., & Associates (Eds.). (1996). *Current developments in self-directed learning*. Norman, OK: Public Managers Center, College of Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning: Challenges and opportunities.	1-10
2	L. M. Guglielmino	An examination of self-directed learning readiness and selected demographic variables of top female executives.	11-22
3	R. Foucher	Enhancing self-directed learning in the workplace: A model and a research agenda.	23-35
4	I. Wojciechowski	Self-directed learning: A tool for management to eliminate the annual performance appraisal.	37-49
5	T. D. Phelan	Interests of corporate trainers in application of self-directed learning techniques in training.	51-64
6	G. A. Straka	Construct validation of the <i>Oddi Continuing Learning Inventory</i> .	65-80
7	J. Pilling-Cormick	A framework for using instruments in self-directed learning research.	81-91
8	J. R. Goss, III, B. B. Neely, M. A. Bietler, & E. G. Runge, Jr.	Hermeneutical dialogue: A critical component in self-directed learning.	93-106
9	A. D. Wall, C. J. Sersland, & Gary Hoban	The adult learner's self-efficacy, readiness for self-directed learning, and gender: Implication for math performance.	107-125
10	P. J. Guglielmino, L. M. Guglielmino, & S. Zhao	A preliminary study of self-directed learning readiness and academic performance in a nontraditional higher education program.	127-137
11	H. B. Long & S. S. Morris	The relationship between self-directed learning readiness and academic performance in a nontraditional higher education program.	139-156
12	P. Baveye	Approaches to the stimulation of autodidactic competence in university settings: Learning contracts and tutorials.	157-175
13	R. J. Bulik	Are self-directed learning skills the missing competency in the special education curriculum?	177-192
14	H. B. Long & S. W. Smith	Self-directed learning readiness and student success.	193-202
15	R. Bédard	Risks and dangers in the measurement of the self-directed learner.	203-211
16	A. H. Johnson & L. H. Hill	The cohort group model and support.	213-227
17	V. O. Jenks, W. J.	Ways in which the cohort model influences self-directed	229-240

	Haney, & K. H. Clark	learning.	
18	H. B. Long & K. L. Barnes	Courses designed to facilitate self-directed learning in nursing education.	241-251

Long, H. B., & Associates (Eds.). (1997). *Expanding horizons in self-directed learning*. Norman, OK: Public Managers Center, College of Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Self-directed learning: Smoke and mirrors?	1-11
2	A. D. Rose	From self-culture to self-direction: An historical analysis of self-directed learning.	13-26
3	J. Pilling-Cormick	The link between self-directed and transformative learning.	27-38
4	G. J. Confessore & D. L. Barron	Learner orientations among baby boomers: Is there more self-directed learning in the future of higher education?	39-51
5	A. Allen	Self-directed learning in professional education: Guided self-assessment as a tool to facilitate self-directed learning of medical students.	53-69
6	W. J. Kops	Managers as self-directed learners: Comparing findings of studies in private and public sector organizations.	71-86
7	S. J. Confessore & D. Bonner	Learning in adversity: Incidence of self-directed learning among downsized employees.	87-100
8	R. Foucher & F. Brézot	Self-directed learning in health care institutions - an analysis of policies and practices.	101-115
9	J. Landriault & A. Gosselin	Perceptions and intentions of training managers regarding self-directed learning.	117-128
10	R. Foucher	Self-directed learning in the workplace: Summary report on research and practice in Quebec.	129-138
11	J. W. Gould, III	Practitioners' application of self-directed learning: Education of the department of defense's program managers under the defense acquisition workforce improvement act.	139-151
12	R. J. Bulik	"Squelching" self-directed learning: Marginalized learners and their environments.	153-167
13	G. J. Confessore & R. W. Herrman	Developing self-efficacy among baccalaureate students: Pygmalion revisited.	169-181
14	G. Luna & D. Cullen	Mentoring as self-directed learning for Native Americans.	183-193
15	S. S. Morris	Item analysis of Guglielmino's <i>Self-Directed Learning Readiness Scale</i> : Revisiting the issue of internal consistency.	195-207
16	L. M. Guglielmino	Reliability and validity of the <i>Self-Directed Learning Readiness Scale</i> and the <i>Learning Preference Assessment</i> .	209-221
17	G. J. Hoban & C. J. Sersland	Self-directed learning in mathematics -- An impossibility at the middle school?	223-241

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
20	M. A Beitler	Midlife adults in self-directed learning: A heuristic study in progress.	269-279
21	R. Bedard	Self-directed learning in the next century: What should the orientation be?	281-291
22	N. W. Walker & H. B. Long	Uses of the Guglielmino <i>Self-Directed Learning Readiness Scale</i> .	293-300

Long, H. B., & Associates (Eds.). (1998). *Developing paradigms for self-directed learning*. Norman, OK: Public Managers Center, College of Education, University of Oklahoma.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Theoretical and practical implications of selected paradigms of self-directed learning.	1-14
2	P. Jarvis	Self-directed learning: Self-help or self-service.	15-25
3	M. Hrimech & P. Bouchard	Spontaneous learning strategies in the natural setting.	27-44
4	P. Bouchard	Teaching tasks and learning tasks in a self-directed environment.	45-59
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
8	G. J. Hoban & C. Sersland	Self-directed learning, learned or unlearned?	107-124
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
11	H. B. Long, J. W. Cheong & C. K. Cheong	Self-directed learning readiness and family.	151-158
12	J. Pilling-Cormick	<i>The Self-Directed Learning Perception Scale: A step toward a toolbox approach to instrumentation proposed for self-directed learning.</i>	159-168
13	R. Foucher	Self-directed learning in the workplace: Data on the gap between individual and organizational practices.	169-177
14	M. A. Beitler	Mid-career adults in self-directed graduate programs.	179-193
15	J. R. Goss, III	Adult education, and experiential and self-directed learning: Practices and philosophies of practice.	195-207
16	P. L. Metzger	How adult students directed "an almost perfect course" in how to manage not-for-profit organizations.	209-223
17	A. Zomorrodian	Self-directed learning: An emerging paradigm in higher and professional education, theoretical foundation.	225-238
18	A. Zomorrodian	Self-directed learning: An emerging paradigm in higher and professional education: Practical examples.	239-252

Long, H. B., & Associates (Eds.). (1999). *Contemporary ideas and practices in self-directed learning*. Norman, OK: Public Managers Center, College of Education, University of Oklahoma.

Chapter	Author	Chapter Title	Chapter Pages
1	H. B. Long	Some provocative comments concerning self-directed learning.	1-16
2	L. M. Guglielmino, C. Alligood, & D. Nowocien	Restructuring a professional orientation program for teachers to promote continuous, self-directed learning.	17-29
3	K. L. Barnes	Curiosity and self-directed learning readiness among a sample of baccalaureate nursing students.	31-47
4	G. J. Hoban & C. Sersland	Developing learning plans for adult learners -- Can self-efficacy predict a readiness for self-directed learning to determine effective modes of instruction?	49-61
5	M. A. Beitler	Contract learning: Appropriate for mid-career business students?	63-70
6	S. R. Damme	A pilot approach to new educator orientation emphasizing the principles of self-directed learning.	71-76
7	P. L. Metzger	Leaders emerge from self-directed learning in the classroom.	77-87
8	J. Pilling-Cormick	The self-directed learning process model: A comparative investigation.	89-102
9	J. Pilling-Cormick and R. J. Bulik	A preliminary study exploring the use of the <i>Self-Directed Learning Perception Scale</i> in a clinical setting.	103-116
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
13	P. K. Freitag	Cognitive interference in self-directed learning.	155-160
14	T. S. Plowman	Starbase-Atlantis: Examinations of movement toward self-directed learning in a non-traditional fifth grade science program.	161-180
15	A. Zomorrodian	Learning organization: Towards nurturing the learner's autonomy.	181-195



16	A. Zomorrodian	Learning organization: Empowerment and institutional support.	197-209
17	D. A. Touchstone	Emotionality, spirituality and the dissertation.	211-224
18	T. R. Redding, C. Caudell, & S. Lucius	Comparing self-directed learning to an empowerment organizational motivation model: Self-directed learning as a way to Zapp! employees.	225-238
19	T. R. Redding, G. Eisenman, & J. Rugolo	Training in technology for late adopters: Learning in retirement, computers for seniors.	239-251

Long, H. B., & Associates (Eds.). (2000). *Practice and theory in self-directed learning*. Schaumburg, IL: Motorola University Press.

Chapter	Author	Chapter Title	Chapter Pages
1	H. B. Long	What we think we know about self-directed learning.	1-10
2	H. B. Long	Understanding self-direction in learning.	11-24
3	L. A. Bonham	Relation between self-directed learning and situated cognition as illustrated in a southern folk culture.	25-38
4	G. J. Confessore & E. Park	The distribution of Houle's learner orientation typology among baccalaureate students. A comparative study of traditional and non-traditional students in Korea and the United States.	39-50
5	K. You, J. W. Cheong, & C. K. Cheong	Demographic and psychological determinants of self-directed learning readiness in Korean adult learners.	51-63
6	M. K. Ponton, P. B. Carr, & G. J. Confessore	Learning conation: A psychological perspective.	65-82
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

Long, H. B., & Associates (Eds.). (2001). *Self-directed learning and the information age* (CD). Boynton Beach, FL: Motorola University.

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.

Chapter	Author	Chapter Title	MS Word Pages	Adobe Reader Thumbnails	Interpolated Pages
1	H. B. Long	A new era in teaching and learning	1-16	10-25	1-16
2	R. J. Bulik & C. M. Romero	The elusive concept of self-directed learning	1-17	26-42	17-33
3	T. R. Redding	High self-directed learning: A national imperative in the information age?	1-18	44-61	35-52
4	H. B. Long	A multi-variable theory of self-direction in learning	1-18	62-79	53-70
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

11	T. R. Redding & J. Rotzien	A comparative analysis of pre-licensing Insurance online learning with traditional classroom learning	1-17	179-195	170-186
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

Long, H. B., & Associates (Eds.). (2002). *Twenty-first century advances in self-directed learning* (CD). Boynton Beach, FL: Motorola University.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Some basic elements in self-directed e-learning.	1-11
2	M. G. Derrick	Persistence and the adult autonomous learner.	13-30
3	G. M. Piskurich	Developing a system to prepare employees for self-directed interventions.	31-53
4	L. Chuprina & R. Durr	The relationship between self-directed learning readiness and cultural adaptability of expatriate assignees at Motorola.	55-69
5	M. A. Beitler & D. A. Frady	E-learning and e-support for expatriate managers.	71-84
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
8	R. V. Mathai	The use of the internet to foster self-directed learning in community and technical college math and natural science classes.	127-153
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
11	G. Hoban, R. J. Bulik, J. Hanor, S. Homan, & C. Sersland	Self-efficacy and self-directed learning: How do they relate to each other in different learning communities?	203-221
12	M. K. Ponton & P. B. Carr	The development of instrumentation that measures an adult's intention to exhibit initiative and resourcefulness in autonomous learning.	223-241
13	J. K. Hanor & K. L. Hayden	How do new technologies support self-directed learning in professional development for educators?	243-256
14	P. J. Guglielmino & L. M. Guglielmino	Learner characteristics affecting success in electronic distance learning.	257-273
15	H. B. Long	Self-directed learning as revealed in selected frontier novels by Louis L'Amour.	275-288
16	E. Park & G. J. Confessore	Development of new instrumentation: Validation of the <i>Learner Autonomy Profile</i> beta version.	289-306

Long, H. B., & Associates (Eds.). (2003). *Current developments in e-learning and self-directed learning* (CD). Boynton Beach, FL: Motorola University.

Chapter	Author	Chapter Title	Pages
1	H. B. Long	Attributes of successful self-directed learners.	1-19
2	L. M. Guglielmino & P. J. Guglielmino	Self-directed learning and the learning organization.	20-29
3	S. L. Stockdale, D. L. Fogerson, M. G. Robinson, & K. Walker	The self-directed learning literature: A more inclusive look.	30-43
4	P. B. Carr, M. K. Ponton, & C. Ingram	Creating collegial environments: Enhancing learner autonomy in the e-learning platform.	44-50
5	M. G. Derrick	Understanding learner autonomy and autonomous learning as it relates to self-directed learning.	51-55
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
7	R. J. Bulik	Correlating performance outcomes and self-directed learning.	76-90
8	K. L. Hayden & J. H. Hanor	An analysis of choices made by administrators in the development of their professional growth action plans using a framework of self-directed learning.	91-104
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
10	K. M. Ekstrom, N. B. Landau, & T. S. Plowman	Implications of classroom technology on self-directed learning.	123-140
11	H. B. Long & S. K. Agyekum	Adult student perceptions of instructor/learner tasks.	141-161
12	J. H. Hanor, K. L. Hayden, and S. Wulff	An investigation of self directed learning in reference to situation learning environments within a technology framework.	162-184
13	T. G. Reio, Jr. & P. K. Leitsch	A preliminary exploration of the relationship between self-directed learning and critical thinking.	185-196
14	E. Park & D. Meyer	Relationships of selected demographic factors and extremely high and low scores on the subscales of the learner autonomy profile: Reducing the affect of regression	197-207

		toward the mean.	
15	A. H. Johnson	Predicting readiness for self-directed personality type.	208-234
16	D. Ruelland.	eLearning +, a support system for the workplace.	235-242
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

#### Reference

American Psychological Association. (2010). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.