Abstract

Research has shown that adult learners can have a strong desire for knowledge for a self-directed and autonomous learning experience. This paper presents an evaluation of a self-learning approach to supporting self-directed learning employed in a graduate-level Web application design and development course. This approach allows students to define and develop semester-long team projects in an independent fashion according to their interest and suitable timing including the definition of their own grading metric and the evaluation of themselves against the measure. This paper presents the results of all the survey on student opinion of the self-directed learning approach and an evaluation of grades. Study results indicate that the self-directed learning approach used in the course was quite successful in providing adult
students with an autonomous and self-directed learning experience.

References

- the International Journal of Self-Directed Learning (ISSN 1934-01)

Index Terms

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Keywords

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