

Self-Directed Learning Plan Creation

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Where we are going:

- ▶ Session today to start the process
- ▶ Session on Saturday to test ideas with the cohort and share your draft/thinking/areas you need help pushing through
- ▶ Self-directed learning plan draft sent to Kristina and Sedina by January 15, 2021
- ▶ Monthly session on topics of shared interest with cohort
- ▶ Monthly check-ins against learning plan with Sedina and Kristina



Self-Directed Learning Plan

Part 1

- ▶ What are my artist producer goals in the next 5 years?
- ▶ What project or projects am I working on?
- ▶ How can this time at APT support me in leveling up/stabilizing/accelerate that project?
- ▶ What are my strongest strategies for accountability?



Self-Directed Learning Plan

Part 2

Planned activities and evaluation	Expectations
What are you going to learn? (Objectives)	Itemize what you want to be able to do or know when completed.
How are you going to learn it? (Resources and Strategies)	What do you have to do in order to meet each of the objectives defined?
Target date for completion	When do you plan to complete each task?
How are you going to know that you learned it? (Evidence)	What is the specific task that you are to complete to demonstrate learning?
How are you going to prove that you learned it? (Verification)	Who will receive the product of your learning and how will they evaluate it?
Mentor/Individual/Cohort feedback (Evaluation)	How well was the task completed? Provide an assessment decision.



Self-Directed Learning Plan

Part 3

- ▶ Scope:
 - ▶ Should be about 50-60 hours of independent learning
 - ▶ January to end of June
- ▶ Budget for \$3,000 (much of this should go to you)
 - ▶ Examples of other expenses: Consultation fees, Books, Courses
- ▶ Timeline across the whole plan



What to Consider

Areas of exploration / Areas of Study

- ▶ Foundations - what are the hard skills I want to learn?
 - ▶ Budgets
 - ▶ Grant Writing
 - ▶ Making The Ask: Fundraising Strategies
 - ▶ Rights & Royalties
 - ▶ Producing within Festivals
 - ▶ Contracts
- ▶ Deepening Learning - what are the soft skills I want to learn
 - ▶ Working with Indigenous artists/communities
 - ▶ Community Engagement Practices
 - ▶ Pitching
 - ▶ Accessibility Design
- ▶ Other areas
 - ▶ ???



How will I know the plan is done?

- ▶ You are inspired by it
- ▶ Others are inspired by it
- ▶ It contains a high degree of self-reflection and actions to get you where you want to be
- ▶ It is verifiable and genuine
- ▶ Accountable to:
 - ▶ Yourself
 - ▶ Facilitators
 - ▶ Cohort
 - ▶ Others you identify
- ▶ What else?



The elements

Accountability

Who and how you will
keep on track

Goals
(what you
want)

Evidence
(how you
know you
have it)

Evaluation
(how you
know how
well you
have it)

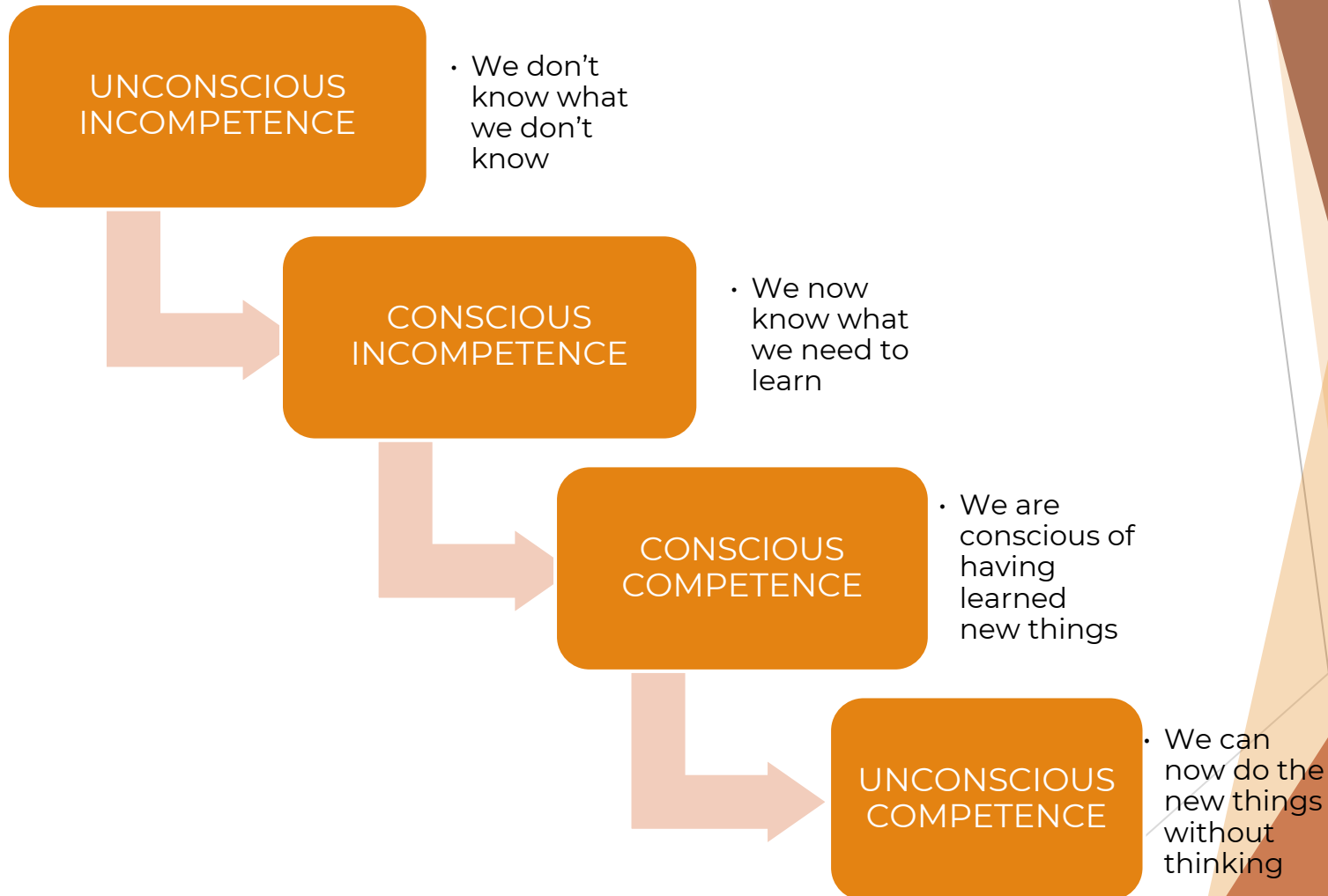


How will the learning plan:

- ▶ Goals
 - ▶ What
 - ▶ Why
- ▶ Evidence
 - ▶ How is the goal going to happen
 - ▶ Data Collection and ownership
- ▶ Evaluation
 - ▶ Assessing how well the goal was met
 - ▶ Who is assessing and how:
 - ▶ Individual
 - ▶ Cohort
 - ▶ Generator
- ▶ Accountability
 - ▶ People: Individual, Cohort, Generator
 - ▶ Learning Style: Plan meets your needs
 - ▶ Time: Planning is done with care is realistic to what is possible
 - ▶ Redirecting or performance managing: by who and how



Competency Based Learning Model



Goal Setting Models



SMART Goals

Specific (simple, sensible, significant).

Measurable (meaningful, motivating).

Achievable (agreed, attainable).

Relevant (reasonable, realistic and resourced, results-based).

Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)



Outcome Goals Framework*

Successfully Setting Outcomes

- ▶ Ask Question: If I knew I couldn't fail, and I could only succeed, what would I do?
- ▶ **State your outcome positively**
 - ▶ Know what you want, not what you don't want
- ▶ **Be as specific as possible**
 - ▶ Ensure that you can see, hear, feel, etc. the outcome. It should be behavioural and/or tangible.
- ▶ **Have an evidence procedure.**
 - ▶ You need to have a way to let yourself know when to reward yourself
- ▶ **Be at cause**
 - ▶ Your outcome must be initiated and maintained by you
- ▶ **Verify that the outcome is ecologically sound and desirable**
 - ▶ Know when and where you want it as well as when and where you don't want it. You want your outcome to benefit both yourself and other people. Consider what consequences your outcome will have for you.

*Neurolinguistic Programming (NLP)



Outcome Questions

- ▶ What do you want?
- ▶ How will you know you have it?
- ▶ When and where do you want it?
- ▶ What will happen when you have it?
- ▶ What will happen if you don't have it?
- ▶ What won't happen when you have it?
- ▶ What won't happen if you don't have it?
- ▶ What resources do you have available to achieve this outcome?
- ▶ What are you going to do to begin now to get what you want?



Tips for Creating Learning Plans



Some Evaluation / Assessment Questions

- ▶ What do I want to be evaluated on?
- ▶ How will that be assessed?
- ▶ Who will do the assessment?
 - ▶ How will they tell me I am meeting my goals?
 - ▶ How will they tell me when I am not meeting my goals?
- ▶ What does re-direction look like?

- ▶ What is my worldview of accountability, fairness, and success? How does this get woven into my plan?



How to Write Learning Objectives: 6 Steps for Training Success

- ▶ Separate Learning Goals from Learning Objectives
- ▶ Break Objectives into Knowledge, Skills, and Attitude (KSA)
- ▶ Make Each Objective Specific
- ▶ Plan Your Measurements Ahead of Time
- ▶ Ask Yourself if Objectives are Reasonable
- ▶ Simplify Your Objectives



5 Simple Steps to Developing a Self-Determined Learning Plan

- ▶ Decide what you want to do for your project.
- ▶ Develop a plan for how to do it.
- ▶ Determine what help you need to do each part.
- ▶ Design a means of documenting your progress.
- ▶ Disseminate (share) what you did and what you learned along the way.

<https://etale.org/main/2013/09/15/5-simple-steps-to-developing-a-self-determined-learning-plan/>



Other Great Resources

- ▶ [Self-Directed Learning: A Four-Step Process](#) (University of Waterloo)
- ▶ [Transitioning To Online Community Engaged Learning](#) (UBC)
- ▶ [A Radical Alternative to Online Instruction](#) (Goddard College)

