

Chapter 13

Self-Sustaining Ecosystem for Learning and Communication: Self-Directed Professional Development as a Desired Learning Outcome

Nailya Sh Valeyeva

Kazan National Research Technological University, Russia & Kazan (Volga Region) Federal University, Russia

Roman V. Kupriyanov

Kazan National Research Technological University, Russia & Kazan (Volga Region) Federal University, Russia

Julia N. Ziyatdinova

Kazan National Research Technological University, Russia

Farida F. Frolova

Kazan National Research Technological University, Russia

ABSTRACT

The global society faces a number of challenges and risks. In order to adapt, it is important to have liquid learning and communication skills in order to be flexible and adaptive to new knowledge. Therefore, there is a growing demand for smart individuals demonstrating a deep desire for self-directed professional and life development. Scientific research into self-directed professional development strategies is of crucial importance. A person who aims at self-directed professional development is the one who knows and uses certain mechanisms, methods, and techniques to build and update work-related knowledge, qualities, and skills, thus planning and tracking his own career growth to become competitive in the global market and to keep the static and dynamic equilibrium of the global society in balance. In real life, students seldom recognize the importance of self-directed development as a learning skill for their personal independence, and for the static and dynamic equilibrium of the global society as a whole; thus, they do it spontaneously, inconsistently, and inefficiently.

DOI: 10.4018/978-1-5225-7853-6.ch013

INTRODUCTION

The global society faces a number of challenges and risks. In order to adjust to new realities it is important to have liquid learning and communication skills in order to be flexible and adaptive to new knowledge so as to demonstrate your professional competence in the workplace. Therefore, there is a growing demand for smart individuals demonstrating a deep desire for self-directed professional life-long development. Scientific research into self-directed professional development strategies is of crucial importance. A person who aims at self-directed professional development is the one who knows and uses certain mechanisms, methods and techniques to build and update work-related knowledge, qualities, and skills thus planning and tracking his own career growth to become competitive in the global market and to keep the static and dynamic equilibrium of the global society in balance. In real life, students seldom recognize the importance of self-directed development as a learning skill for their personal independence, and to the benefit of the global society as a whole; thus, they do it spontaneously, inconsistently and inefficiently.

Thus, the research objective is to design an ecosystem-based theoretical model of self-directed professional development competence formation for future specialists using the training of social workers as a research environment.

The problems to be solved within this research are as follows:

- To reveal the background for self-directed development strategies based on literature review;
- To make a distinction between self-directed development and self-directed learning;
- To define the concept of self-directed professional development competence;
- To develop an ecosystem-based model of self-directed professional development competence formation for the students;
- To test the designed model by implementing it for a group of students doing a bachelor's degree in social work;
- To conduct a survey for the students to reveal their levels of self-directed development competence before and after implementing the model;
- To prove the efficiency of the model proposed.

BACKGROUND: SELF-DIRECTED DEVELOPMENT – LITERATURE REVIEW

This research methodology is based on the didactical and educational psychology statements, including:

- The didactical approaches developed by a number of Russian and international scientists including V.I. Andreev, N.Sh. Valeeva, I.A. Zimnyaya, M.I. Makhmutov, V.A. Slastenin, A.V. Khutorskoy, M.J. Gremmo, A.L. Wenden, R. Ulseth, G.R. Norman, H.G. Schmidt, and etc.;
- Content selection theory, educational methods and technologies developed by E. Choi, R. Lindquist, Y. Song, S.B. Malan, M. Ndlovu, P. Engelbrecht, L.N. Makarova, L.N. Babina, S.V. Vachkov, C.J. Bonk, M.M. Lee, X. Kou, S. Xu, F.-R. Sheu, M.F. Ali, L.M. Tahir, M.N. Said, J. Junaidi, N.A. Atan, A. Hahsan, Featherstone, H.M. Holec, and etc.

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/self-sustaining-ecosystem-for-learning-and-communication/223582

Related Content

Multiple Internet Technologies in In-Class Education

Mihir A. Parikhand Neeraj Parolia (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 1475-1480).

www.irma-international.org/chapter/multiple-internet-technologies-class-education/27483

Towards a Transcultural Approach in Online Learning

Nazife Sen Ersoy (2018). *Supporting Multiculturalism in Open and Distance Learning Spaces* (pp. 106-129).

www.irma-international.org/chapter/towards-a-transcultural-approach-in-online-learning/190932

The Pedagogy of Social Development in Online Learning

Robert H. Woodsand Jason D. Baker (2005). *Encyclopedia of Distance Learning* (pp. 1480-1487).

www.irma-international.org/chapter/pedagogy-social-development-online-learning/12302

Academic, Economic, and Technological Trends Affecting Distance Education

Natahn K. Lindsay, Peter B. Williamsand Scott L. Howell (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 3577-3587).

www.irma-international.org/chapter/academic-economic-technological-trends-affecting/27659

The Determinants of Student Attitude Toward E-Learning Academic Achievement During the COVID-19 Pandemic

Hui Zheng, Hong-bo Jiang, Jin-Long Wangand Shih-Hao Liu (2021). *International Journal of Distance Education Technologies* (pp. 37-53).

www.irma-international.org/article/the-determinants-of-student-attitude-toward-e-learning-academic-achievement-during-the-covid-19-pandemic/286740