Educating Culturally Different, Environmentally Responsible and Globally Aware Citizens

Autonomous Learning: A New Education Paradigm For The 21st Century

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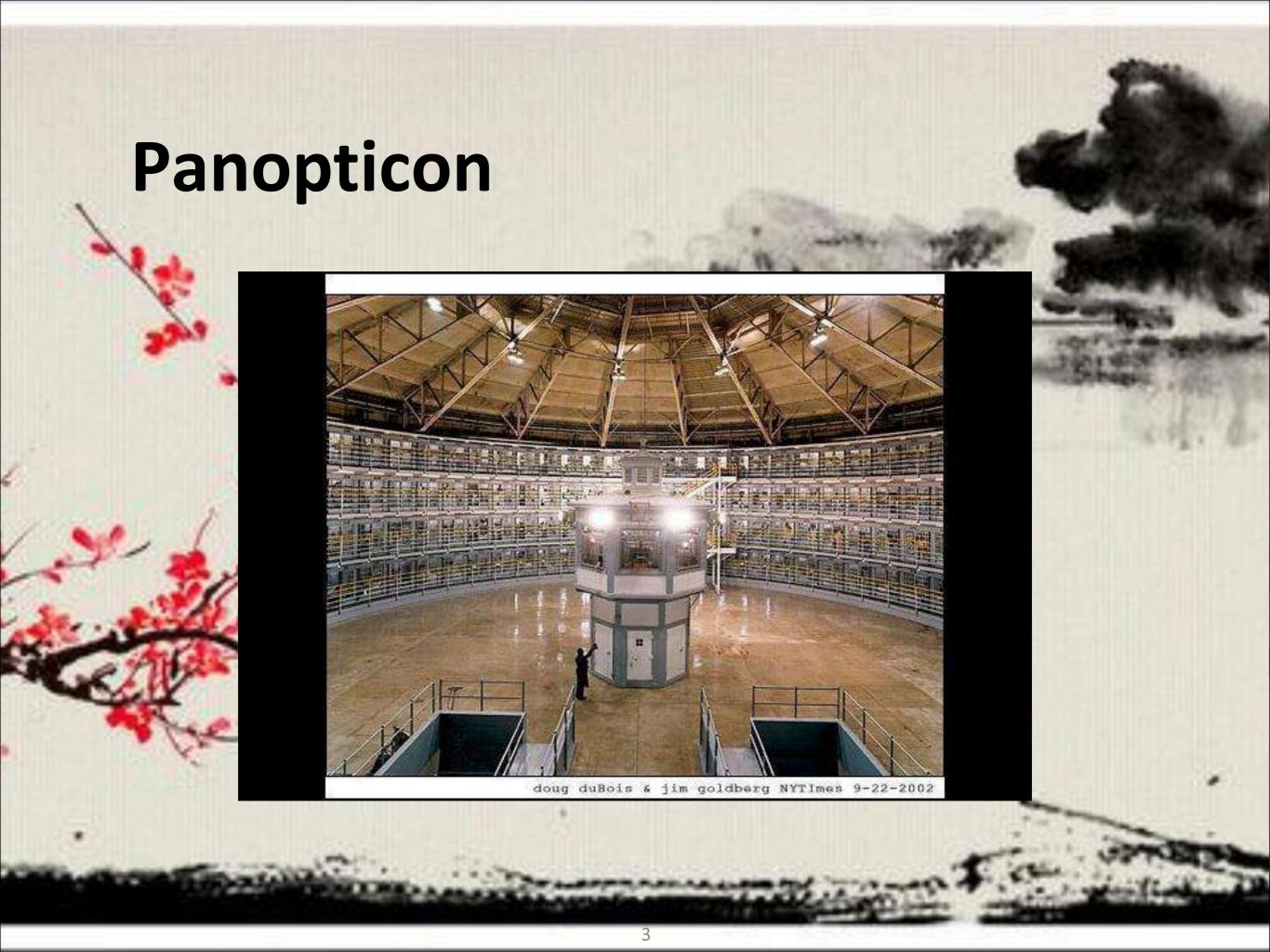Visiting Professor, Graduate School of International Public Policy, Osaka University
Visiting Professor at Gabrielle d'Annunzio University, Chieti-Pescara
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University of Belgrade, 12 November 2019

Outline

- Theoretical Framework

- Autonomous Learning and Higher Education

- A New Education Paradigm for the 21st Century

- Blended learning examples

- Autonomous Learning and Textbooks

- Conclusion

- Bibliography

Panopticon

doug duBois & jim goldberg NYTImes 9-22-2002

Panopticon and new technologies

- Panopticon represents the method of teaching and monopoly over knowledge and sources of knowledge

- This is has been, with the help of new technologies available to educators, replaced by

- **Digital Technologies , Internet, Open Access Repositories and the birth of the New Pedagogy and Didactics**

Panopticon and new technologies

Kindle

i-phone 3G

i-pad

Learner Autonomy

- In the context of formal education, basis for learner autonomy is taking responsibility for one's own knowledge
- Development of that autonomy for a learner depends on the presence of that sense of responsibility, and in perpetual endeavor to understand the matter, how and why it's been thought, and to what degree of success
- Effect of the learners autonomy represents absence of barriers, so that individual learner can rise above the formal learning process and it's general surroundings

Origin of the *autonomy* term

- Work of Henry Holec (1979), presents the example of learner's autonomy for adults
- As his starting point, Holec argues that the aim of education of an adult learner should serve as a preparation for partaking actively in democratic processes.

Holec

- The role of education is to be an instrument for awareness and freedom of a person, and in some cases an instrument for changing the environment

- We start shifting from the idea of a person as a "product of his or her own society", toward the idea of a man as a "creator of society".
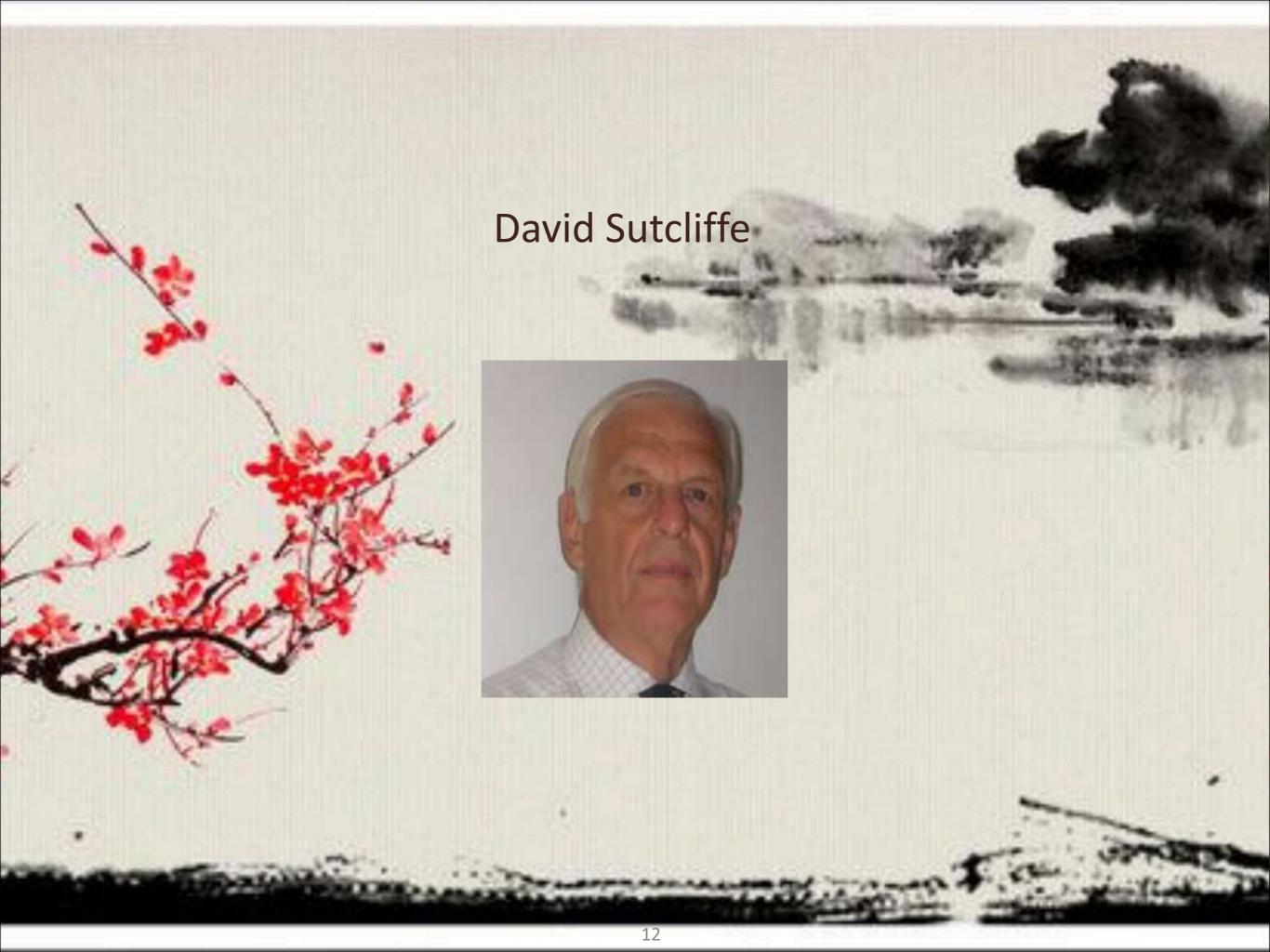
Successful learners are autonomous learners

- In the context of formal education, the most successful learners are autonomous, as explained by David Little. Accordingly, those are, (1) the ones who take responsibility for their own learning, (2) the ones who reflect upon on what, why and with what level of success are they studying, and (3) the ones whose studying is completely integrated with their personality.

- In other words, all successful learners and researchers fit into this informal definition of Learner Autonomy.

Learner Autonomy in East-Asian Tradition

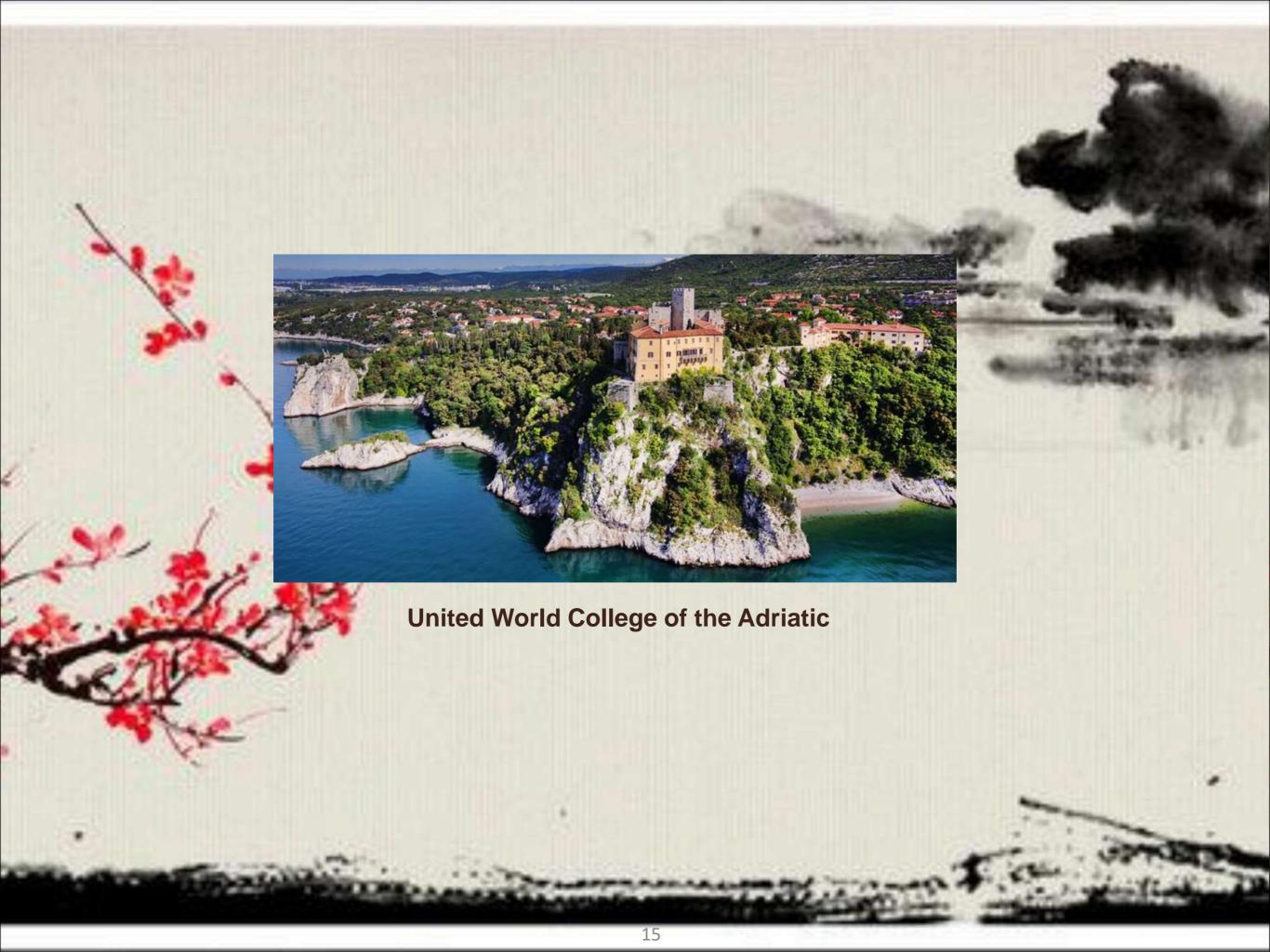- Chu Hsi, Philosopher, Sung Dynasty (12th century):

  - "If you have any doubts, think it out for yourself. **Do not rely on others for explanation**. If there weren't anyone to ask, would that mean that you should stop learning? If you could get rid of the habit of relying upon others, you could advance in the learning process on your own."

Chu Hsi 朱熹
18 October, 1130 – 23 April, 1200.

David Sutcliffe

Kurt Hahn   (1886 – 1974)

SALEM 1920·GORDONSTOUN
1933·OUTWARD BOUND 1941
DUKE of EDINBURGH AWARD
SCHEME 1956 · TREVELYAN
SCHOLARSHIPS 1958·MEDICAL
COMMISSION FOR ACCIDENT
PREVENTION 1964·ATLANTIC
COLLEGE 1962·

United World College of the Adriatic

United World College of the Atlantic

Oriental Studies: Department for Japanese Language, Literature and Culture
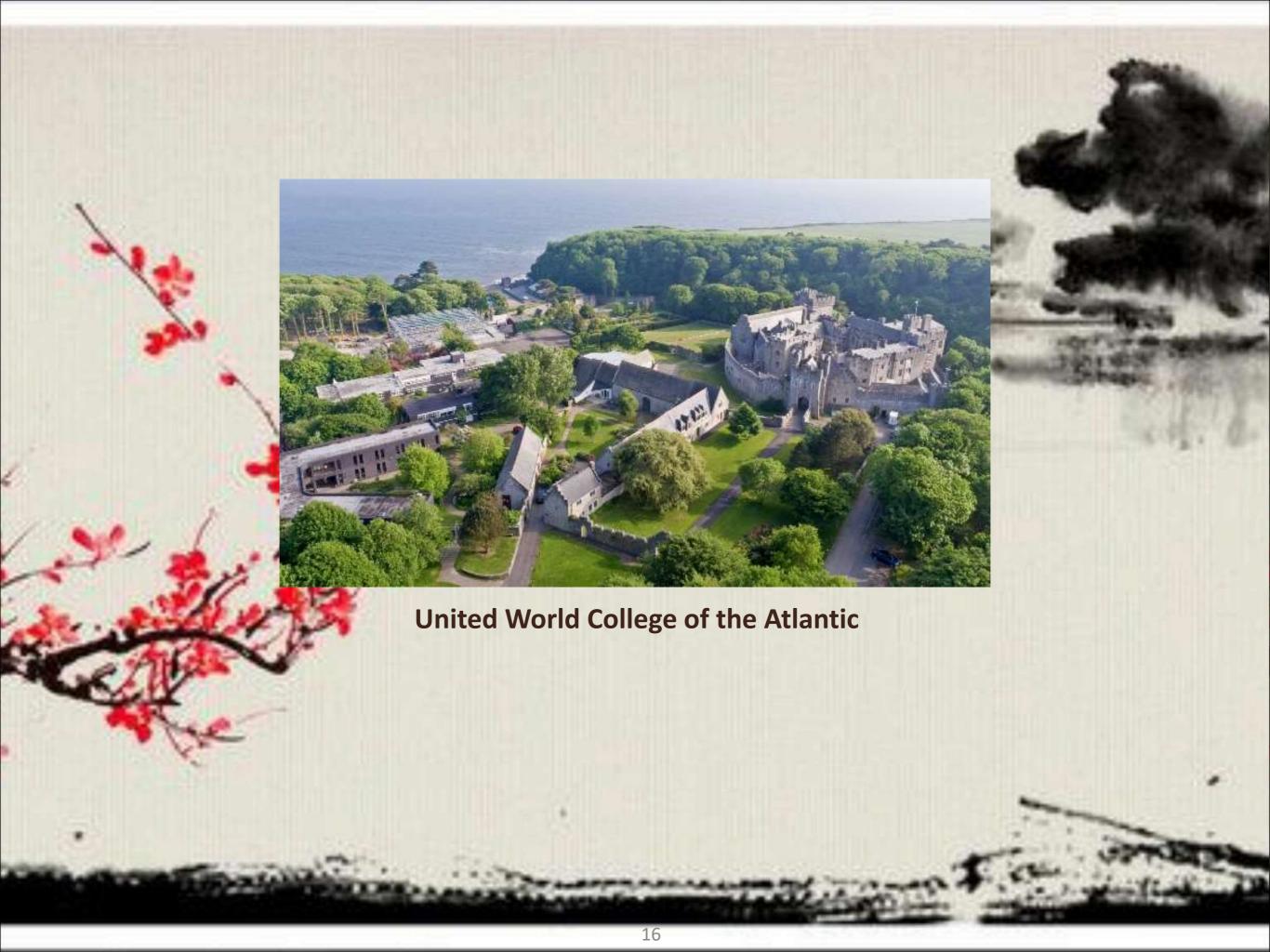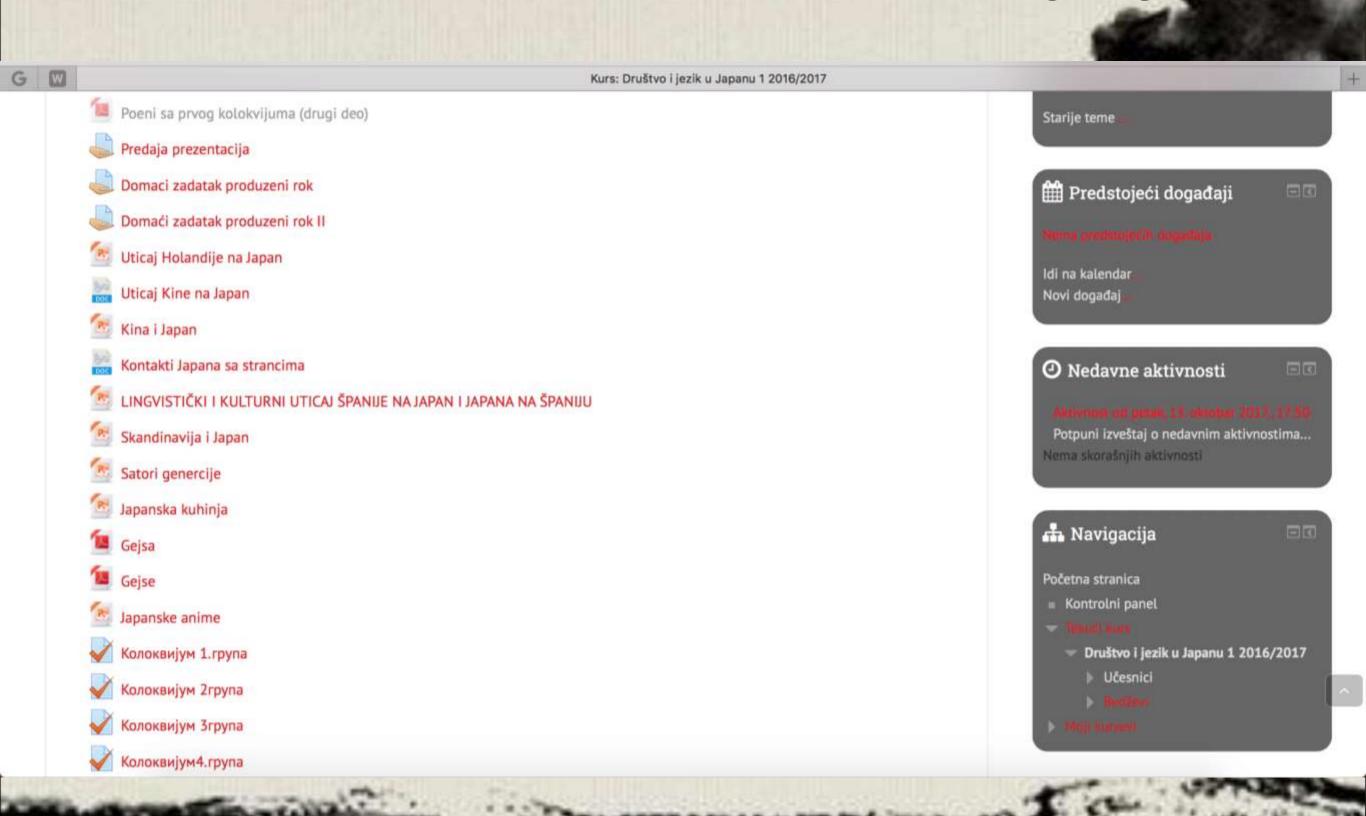**Example of blended learning**

Conducting a blended learning class

- At the University of Belgrade, Faculty of Philology, Moodle platform is used as an essential tool for putting this form of teaching/learning activity into practice

- All the data is protected by access password, students log in with unique credentials (username and password)

- All activities are monitored:
  - time spent on the course Moodle Group
  - frequency of access to the shared materials
  - points for attendance, submitted tasks, tests and examination results are available only personally, and to each student individually

Example of various activities

- Sharing lecture notes in the form of audio, video or text format

- Submitting papers, presentations, homework assignments, essays etc.

- Choosing topic for essays or presentations with the voting option

- Submitting suggestions for some additional activities to be included in the class, such as including topics that are related to the matter and students find them very useful and interesting to be discussed during the final, concluding class of the Course, time permitting

- Taking the tests and exams online, in one of the computer classrooms at the Faculty of Philology, and receiving results automatically, along with the sum of points for the course at the end of semester

Kurs: Društvo i jezik u Japanu 1 2016/2017

G | W | + | | +

Poeni sa prvog kolokvijuma (drugi deo)

Predaja prezentacija

Domaci zadatak produzeni rok

Domaći zadatak produzeni rok II

Uticaj Holandije na Japan

Uticaj Kine na Japan

Kina i Japan

Kontakti Japana sa strancima

LINGVISTIČKI I KULTURNI UTICAJ ŠPANIJE NA JAPAN I JAPANA NA ŠPANIJU

Skandinavija i Japan

Satori genercije

Japanska kuhinja

Gejsa

Gejse

Japanske anime

Колоквијум 1.група

Колоквијум 2група

Колоквијум 3група

Колоквијум4.група

Starije teme

📅 Predstojeći događaji   ▭ ◁

Nema predstojećih događaja

Idi na kalendar
Novi događaj

🕐 Nedavne aktivnosti   ▭ ◁

Aktivnost od petak, 13. oktobar 2017, 17:50

Potpuni izveštaj o nedavnim aktivnostima...
Nema skorašnjih aktivnosti

⛓ Navigacija   ▭ ◁

Početna stranica
= Kontrolni panel
▾ Tekući kurs
  ▾ Društvo i jezik u Japanu 1 2016/2017
    ▸ Učesnici
    ▸ Bedžiki
▸ Moji kursevi

Choosing topic for essay, where all the d
so they are able to form groups, and fini
Horizontally, there are listed topics, and
and number of student for each topi

Izbor teme za seminarski rad: Odgovori

Izbor teme za seminarski rad

Odgovori

Opcije za izbor	Istorija i leksika japanskog jezika	Fonologija i morfologija japanskog jezika	Ainu jezik u Japanu	Kulturološka i naučna saradnja između Holandije i Japana	Verbalna i neverbalna komunikacija u Japanu i "nekoj drugoj zemlji"
Broj odgovora	1	0	2	3	3
Korisnici koji su izabrali ovu opciju	Natalija Biševac		Konstantin Milekić Marija Milosavljević	Aleksandar Burmaz Tina Petković Mihailo Đurašević	Miloš Vukovljak Bojan Mihajlović Katarina Đurđulov

Izaberi sve / Poništi izbor svega
Sa izabranima

Odaberite akciju...

Preuzmi u ODS formatu   Preuzmi u Excel formatu   Preuzmi u tekstualnom formatu

⚙ Administracija

Administracija izbora
- Uredi podešavanja
- Lokalno dodeljene uloge
- Ovlašćenja
- Proveri ovlašćenja
- Filteri
- Zapisi o aktivnostima
- Kreiranje rezervne kopije
- Restauriranje rezervne kopije
- Broj datih odgovora: 9

Administracija kursa

Promeni ulogu u...

⎇ Navigacija

Početna stranica
- Kontrolni panel

Tekući kurs
- Društvo i jezik u Japanu 1 2013/2014
  - Učesnici
  - Bedževi

Autonomous learning through textbooks

- Through the example of a lesson in the *Kanji* textbook, we shall see a way in which students can be encouraged to do autonomous work and study.
- The lesson primarily familiarizes students with the ideographs that will be dealt with.
- Following this, listed in order are: a translation, other ways of writing the ideographs in calligraphic styles, *on-* and *kun*-readings, as well as the basic meaning of the ideographs.
- After that, the order of strokes in which the ideographs are written is given. The main part of the lesson comprises associative and visual representations of the meaning of the ideograph.
- This is most often an association that is directly related to the meaning of either the ideograph or the grapheme.

百千万日月火水木金土明

Japanci nazivaju devedeset devetu godinu „belom", pošto „belo" (白, L.9.6) ostaje kada od sto oduzmete jedan (百 - 一 = 白). Takođe, kada se ovaj karakter okrene za 90 stepeni ulevo, dobija se oblik koji veoma podseća na arapski broj sto, 100.

百	sto	
三百	trista	+ 三 'tri' (L.1.3)
六百	šeststo	+ 六 'šest' (L.1.6)
九百	devetsto	+ 九 'devet' (L.1.9)
八百屋 ①	bakalnica	+ 八 'osam' (L.1.8) i 屋 'radnja' (L.10.10)

1. コーヒーは、百五十円です

Role of Blended learning

- Students take active part in their education and learning process

- Students are encouraged to share with other colleagues: their notes, ideas and interesting materials

- Role of the teacher in this environment has shifted from traditional one to the role of a facilitator, who is guiding students toward the path of a better self-awareness within the high-education process

Conclusion

- With the process of technological advancement, it is inevitable to incorporate these changes in the process of education at every level

- The new technologies not only dictate new activities, but also new curricula that should be designed to support the autonomous nature of learning

- This gives rise to the New Paradigm of Education in the 21st Century, promoting life-long learning, life-long adaptation to new technologies and new challenges at the workplace as well as an increasingly important process of democratization of our societies

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