**Self-Direct to Learn, Self-Direct to Live:**

**Summarizing Eight MOOC Studies in an Increasingly Self-Directed Learning World**

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**Abstract:** Open, online, and distance learning have always relied on a large percent of learners to self-direct their own learning. During the past decade, the emergence of open educational resources (OER) and massive open online courses (MOOCs) made self-directed learning (SDL) more prominent, essential, and celebrated. As would be expected when in a pandemic, the percent of people engaging in self-directed learning pursuits has multiplied. In response, Professor Curt Bonk at Indiana University and Meina Zhu of Wayne State University have conducted a series of studies related to instructional design and SDL in MOOC and OER environments. Their studies include how MOOC instructors design and deliver their courses to foster SDL. On the learner side, Bonk and Zhu’s research includes interviews of 15 MOOC learners regarding their perceptions of SDL when learning from MOOCs. The focus of that study was on the three key components of SDL, namely, self-management, self-monitoring, and motivation.

Key words: self-directed learning, MOOCs, open educational resources (OER), online language learning, motivation

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