

| Self-directed Learning | | Self-regulated Learning |
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|   | Similarities |   |
| | 1. both are seen in two dimensions a) external/process/event; b) internal/personality/aptitude; 2. both have four key-phases: defining tasks - setting goals and planning - enacting strategies - monitoring and reflecting; 3. active participation; 4. goal-directed behaviour; 5. metacognition; 6. intrinsic motivation. | |
| | Differences | |
| 1. originates from adult education; 2. practiced mainly outside traditional school environment; 3. involves designing learning environment; 4. involves planning learning trajectory; 5. broader macro-level construct. | | 1. originates from cognitive psychology; 2. practised mainly in school environment; 3. task usually set by teacher; 4. narrower micro-level construct. |