

### How Can I Enhance Students' Self-Regulated Learning Skills?

Presented by:

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## Start of Course: Reading and Discussion on “Learning” and “Thinking”

Learning (Your First Job), by Robert Leamnsen (2002) at

<http://www.udel.edu/CIS/106/iaudin/07F/misc/firstJob.pdf>

12-page essay on the brain biology of learning; the difference between “understanding” and “remembering”; how to listen actively to a lecture and take notes; how to develop an interest in a subject; how to use out-of-class time productively; the difference between “knowledge” and “information” and how to use the former to make sense out of the latter; and how to prepare for and take exams. Leamnsen gives wise, research-based advice on how to study and effectively drives home the point that learning involves work and effort for all students but can be very rewarding.

Learning to Learn, by Karl R. Wirth and Dexter Perkins (2008) at

<http://www.macalester.edu/geology/wirth/learning.pdf>

29-page manuscript (longer and more advanced than Leamnsen’s) on the failure of traditional teaching; the shift from teaching to learning; the student learning needs for the 21<sup>st</sup> century; thinking and learning in the cognitive, affective, and psychomotor domains; Fink’s categories of significant learning; Kolb’s learning cycle; the changes in the brain associated with learning; Perry’s stages of intellectual development; Baxter Magolda’s levels of intellectual development; Paul and Elder’s elements of critical thinking; metacognition; Felder’s learning style dimensions; the behavioral dimensions of grades; and the contrasting characteristics of successful, average, and struggling students. If you assign this kind of reading, leave time for in-class **discussion** the date it is due. The discussion may start out with some recall (recitation) questions that warm up students’ minds to the material, but a good *discussion* is an exchange of experiences and viewpoints, so it relies on asking questions with multiple correct answers, like these:

- What was the most important insight you gained from the reading?
- What surprised you most in the reading?
- What did you already know?
- Did you identify with any of Kolb’s learning styles? Which one or ones?
- Which one of Perry’s stages of intellectual development did you identify with?
- Have you been taught how to learn before? Where? What did you learn about learning?
- What will you do differently during a lecture, if anything, given what you read?
- How will you prepare differently for exams, given what you read?
- Can you think of other good learning practices that the reading didn’t mention?

Form below is used by the Academic Success Center at Clemson University. It was developed from models in Achacoso (2004) and on the Academic Advising and Support Services, Loyola University website (n.d.).\*\*

## POST-TEST ANALYSIS

Directions:

1. Complete the top portion. Be specific and honest. Describe the way you did (or didn't) study.

Course _____	Test Date _____
Predicted Grade: _____ Actual Grade: _____ % Total grade _____	
Study details (days/time spent studying, special methods used, meetings with instructor, SU/tutoring sessions attended, etc.)	
_____	
_____	
_____	

2. Understand the questions you missed. Write the question number in the "Question Missed" column.
3. Complete the chart. How many points were taken off? What kind of question was it? Why do you think you got it wrong?
4. Look for patterns. Why was material unfamiliar? Did you miss reading an assignment, or working assigned problems for homework? Did you read the question carelessly?
5. What can you learn from your successes and failures?

Question Profile			Reason Answer Was Incorrect			
Question Missed	Points Lost	Type of Question*	Careless-ness	Unfamiliar Material	Misinterpreted Question	Did not complete

\*MC = Multiple Choice      ESS = Essay      FOR = Formula      MA = Matching      Cal = Calculation  
 DER = Derivation      T/F = True/false      WP = Word problem

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## Self-Regulated Learning Resources

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## Websites

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<http://www.gifted.uconn.edu/siegle/selfregulation/section8.html>

<http://www.facultyfocus.com/articles/teaching-and-learning/what-it-means-to-be-a-self-regulated-learner/>

<http://www.expertlearners.com/srl.php>