

PowerPoint Slides

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

Presented by:
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**Presenter Bio:**

Linda B. Nilson, Ph.D., is founding director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University and author of *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its third edition (Jossey-Bass, 2010) and *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Jossey-Bass, 2007).

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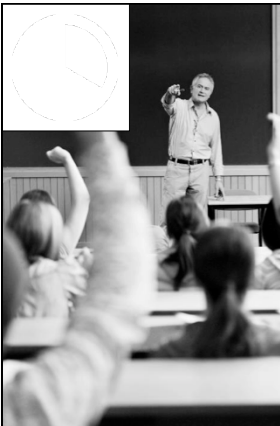
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How Can I Enhance Students' Self-Regulated Learning Skills?


Our Presenter

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Outcomes for You

- Define self-regulated learning (SRL).
- Select, adapt, & design activities & assignments that enhance students' SRL skills & incorporate these into appropriate course components.
- Assess the assignments very quickly.



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What Is SRL?

= the ability to plan, monitor, control, & evaluate one's learning in order to maximize it



3 Stages of SRL

1. Strategic planning & goal-setting for doing problems, studying, writing, etc.
2. Self-observing & monitoring one's learning, progress, focus, emotions, self-control, physical setting, resources, etc.
3. Evaluating one's learning, strategies, goal achievement, etc.



SRL Activities & Assignments



- Start of Course
- Readings (videos, podcasts) "wrappers"
- Live Lectures " "
- Assignments " " ("meta-assignments")
- Quizzes & Exams " "
- Regular & Occasional Activities
- End of Course



Start of Course



Reading & discussion on “learning,”
“thinking”

Goal-setting essay “How I earned an A in this
course” *

Reflective writing on nature of subject matter
(activates prior knowledge, reveals misconceptions) *

Knowledge survey (student confidence) *

* Best to repeat at end of course



Knowledge Surveys

- Series of questions or tasks on the course
or unit material (content & skills from
outcomes, exercises, old exams, etc.)
- Different levels of thinking
- Answer = *students’ perceived ability* to
answer question or perform task (3 or 4
confidence levels)



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Do Students Know What They Do & Don’t Know?

Students **overestimate** their abilities
(except possibly the best students) when
they know the **least**.

Probably less likely in engineering, scientific, &
technical fields because students more likely
know they don’t understand the terminology.



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Reading (Video, Podcast) Wrappers



Reflective Study Questions

- most important concepts/principles & what you *don't* understand clearly
- comparisons/connections to prior learning, preconceptions, other courses
- affective reactions: attitudes, values, beliefs, emotions



Self-Testing: Read * Recall * Review

1. **Read**, then put away book & notes.
2. **Recall** all you can, & recite it aloud or write it down.
3. **Review** for what you misunderstood or forgot.



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Visual Study Tools (also lecture wrappers)


- Improve reading comprehension by deepening learning & conceptual understanding
- Foster longer-term retention & facilitate retrieval



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How?

- Students actively integrate & structure knowledge themselves – *how we remember long-term*.
- Visuals reduce cognitive load; require less working memory & fewer cognitive transformations than text.
- Visuals cue text, details.



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Common Visuals/“Maps”

Flowchart (process, sequence)
 Matrix (classification, compare-contrast)
 Concept Circle Diagrams (eg, Venn)
 Cycle
 Mind Map
 Concept Map



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Live Lecture Wrappers



Periodic Free-Recall (self-testing)

1. Students listen to lecture for 10-20 mins.; you pause.
2. They close notebooks & write down all important points they can recall & questions, leaving space between points they record.
3. In pairs they compare, fill in, & fine-tune their free-recall notes.



Active Listening Checks

1. Tell students to listen actively for key points.
2. They write 3 most important points, turn in.
3. You reveal 3 most important points.
4. Students self-assess their listening.

1st → 3rd time: 45%→75% of students get points correct (Lovett, 2008)



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Minute Paper(s)

- Most useful or valuable thing you learned?
- Most important point or central concept?
- Most surprising/unexpected idea?
- What idea(s) struck you as things you could/should put into practice?
- What stands out in your mind?
- What helped or hindered your understanding?



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Meta-Assignments



Math-Based Problems

- “Think aloud” to prepare students for HW: Partners “talk through” & guide solutions.
- Learn from problem w/ incorrect answer: Write an error analysis & solve similar problem.



Papers & Projects

- Research or writing process: steps, strategies, problems, how overcome
- Reasoning used to define problem, develop alternative solutions, determine the best.
- Skills gained, improved; when useful in future
- Evaluation of own work, progress, strengths, weaknesses, achievements (portfolio)



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Papers & Projects

- Paraphrase of instructor's feedback
- Revision goals & strategies
- Value of assignment: what you learned & will do differently next time
- Advice on assignment for next year's students (prep, strategies, pitfalls, value)



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Experiential Learning

S-L, field work, simulation, role play

- Connect to course outcomes & content.
- Monitor & describe SR behaviors: goal-setting, self-observations, feedback, self-evaluation.
- Explain goals, strategies, decisions, & responses to other players.
- Evaluate goal achievement, strategies, & performance.



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Post-Exam Wrappers



Reflection on graded exam

1. Compare your expected & actual grade. How do you feel?
2. How many hours did you study – enough?
3. How did you study?
4. Why did you lose points? Any patterns?
5. Set goal for next exam. What will you do differently?



Students re-solve incorrect or similar problems & write out correct strategy.

“Test Autopsy”– error analysis form
 (“Post-Test Analysis” in handout)



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Regular & Occasional Activities



Weekly learning journal or discussion board

On effectiveness of learning strategies, strategy changes, content value/meaning/utility, self-insights, connections, improvements/growth, changes in values, beliefs, or opinions & reasons.

Knowledge surveys on each unit’s material before & after instruction



End-of-Course

Letter to next cohort of students

- How to succeed in course
- Content & skill learning highlights

Self-evaluation "How I earned an A – or not"

Repeat reflective writing; compare & correct answers from start of course.

Repeat knowledge survey & compare.



To Grade or Not to Grade?

No grading of in-class activities

Grade pass/fail: all points for good-faith effort and/or completeness & 0 points for less; min. length requirement.

Grade only major experiential assignments & portfolios on a rubric.



We'd like to hear from you.

You'll find our survey here:

<https://www.surveymonkey.com/s/SLRmentor>