



Promoting Self-Regulated Learning in First-Year Students

Midwest First Year Conference

September 27, 2013



Today's Agenda



Understanding the academic needs of first-year students

What do you believe?

Draw a metaphor for **learning**

Learning is like... (you fill create the picture)



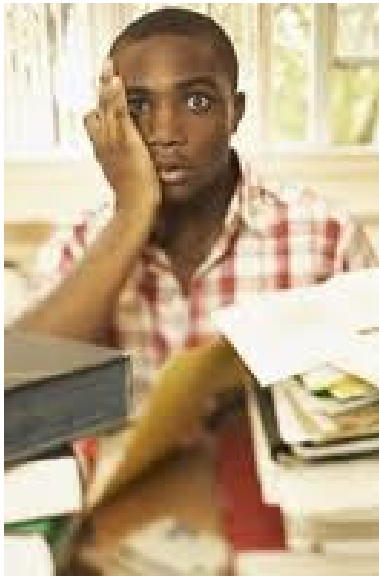
How have the expectations changed from high school?

Changed Expectations

First-Year Students

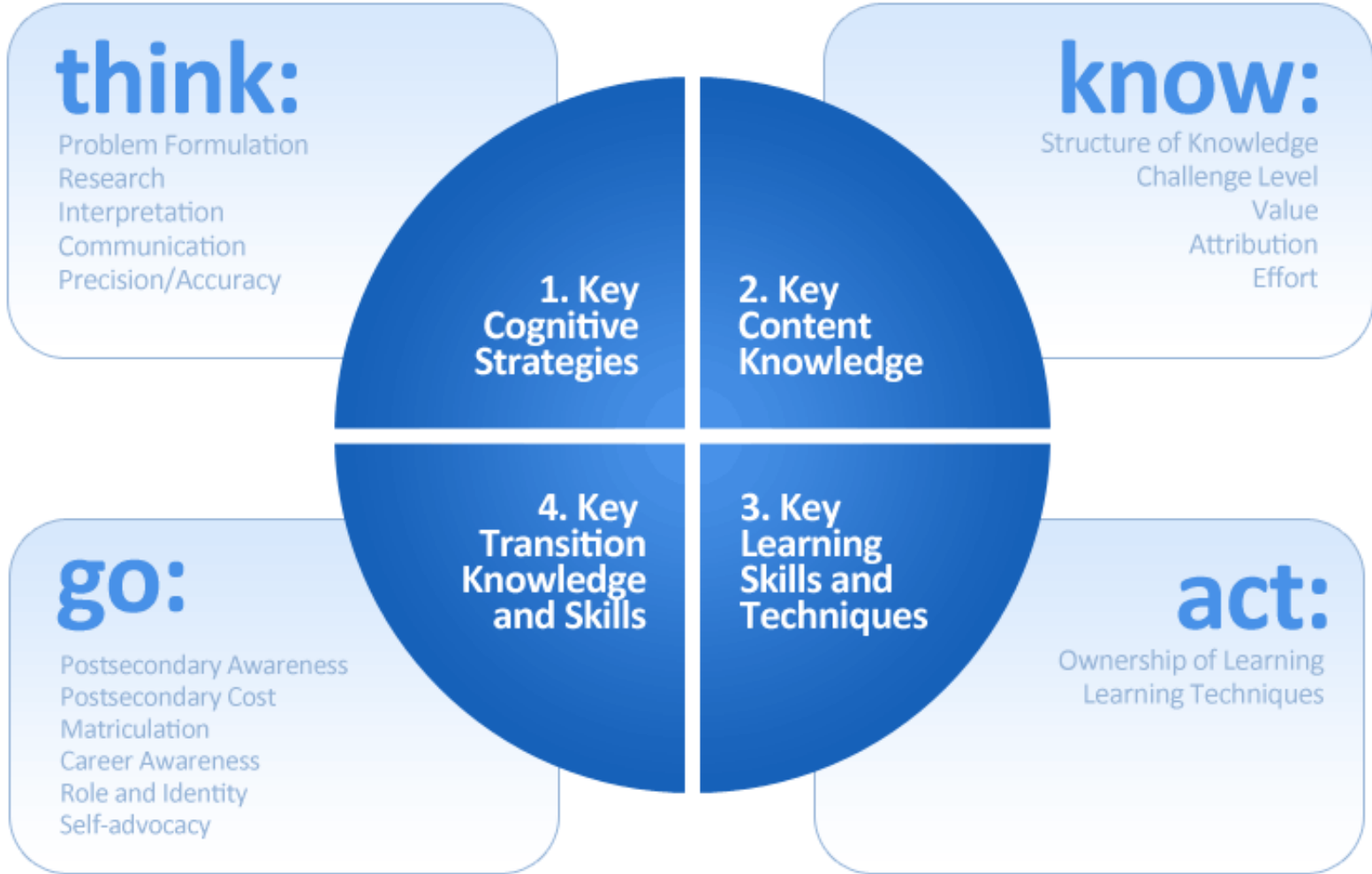


Arrive on campus...
Enthusiastic
Intellectually curious
Reasonably well-prepared



Quickly become...
Easily discouraged
Unnerved
Overwhelmed

FOUR KEYS TO COLLEGE AND CAREER READINESS



Source: Conley, D.T, (2012). A Complete Definition of College & Career Readiness, Available at <https://www.epiconline.org/publications>



Expectation Changes

High School

1. Studied 10/< hrs per week
2. Volume of work manageable
3. Monitored, and reminded
4. Memorization emphasized; told information need to know
5. Frequent feedback

College

1. Expect 6 hrs/week per course
= 24/week (full-time)
2. Quantity of work significant across multiple classes
3. Self-management
4. Application & creating new ideas emphasized
5. Evaluation less frequent

Learning from Reading

- **85%** of all college learning involves reading
- Major shift in expectations
 - From passive readers focused on “doing the reading”
 - To “mastering the content”
- Reading tasks far more cognitively demanding
- Expected to understand and remember what read with few supports and less guidance

Autonomous Learner Characteristics

1. Realistic view of self and academic abilities
2. Ethical
3. Set realistic academic goals
4. Understand learning strengths and weaknesses
5. Use and adapt effective learning strategies
6. Manage their behaviors
7. Use appropriate resources

What do you believe?

Sharing metaphors for **learning**

Learning is like... (you fill create the picture)



Why **self-regulated learning**?

- Greater volume of reading
- Texts are less reader friendly
- Select, organize, and interpret key ideas across multiple sources
- Don't know how to be independent learners
- Expectations to apply, evaluate and create
- Processes vary by discipline to match academic tasks

Disciplinary Literacy



Content

For students to become literate in a content area or discipline, they need to develop knowledge along two dimensions

Growth in knowledge of core concepts, big ideas, & driving questions in a discipline.

Students develop disciplinary literacy by learning **about** the core ideas and concepts of a discipline **while** learning to investigate, reason, read, and write in that discipline.

Growth in habits of mind in a discipline.
Development of ways of investigating, reasoning, reading, writing, talking, and problem-solving in a discipline.

Process



What the research says about

Self-Regulated/Directed Learning



Self-Directed Learning

“One of the major intellectual challenges students face upon entering college is managing their own learning.”

Students must learn to

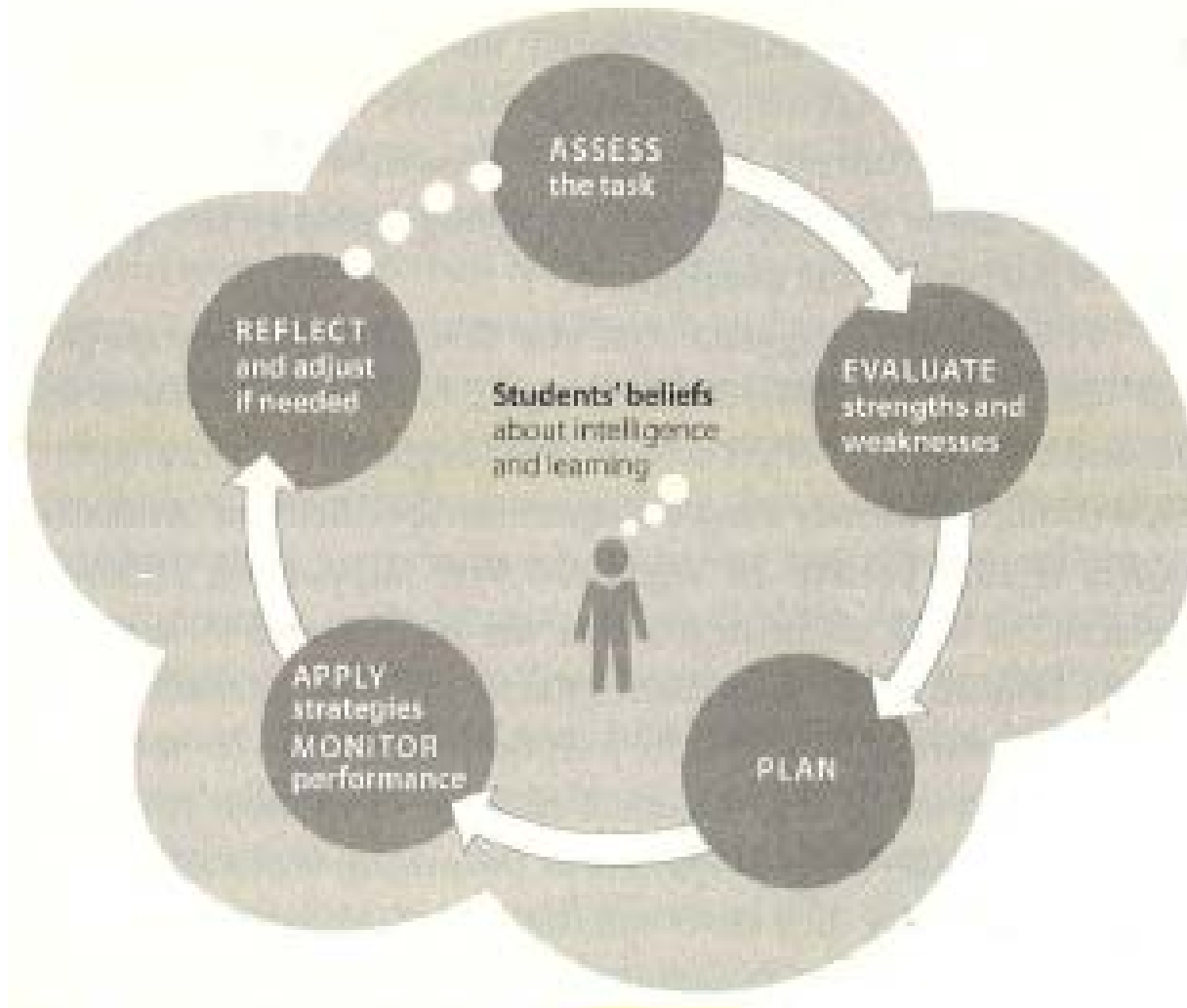
- Assess the demands of the task,
- Evaluate their own knowledge and skills,
- Plan their approach,
- Monitor their progress, and
- Adjust their strategies as needed.

Metacognition

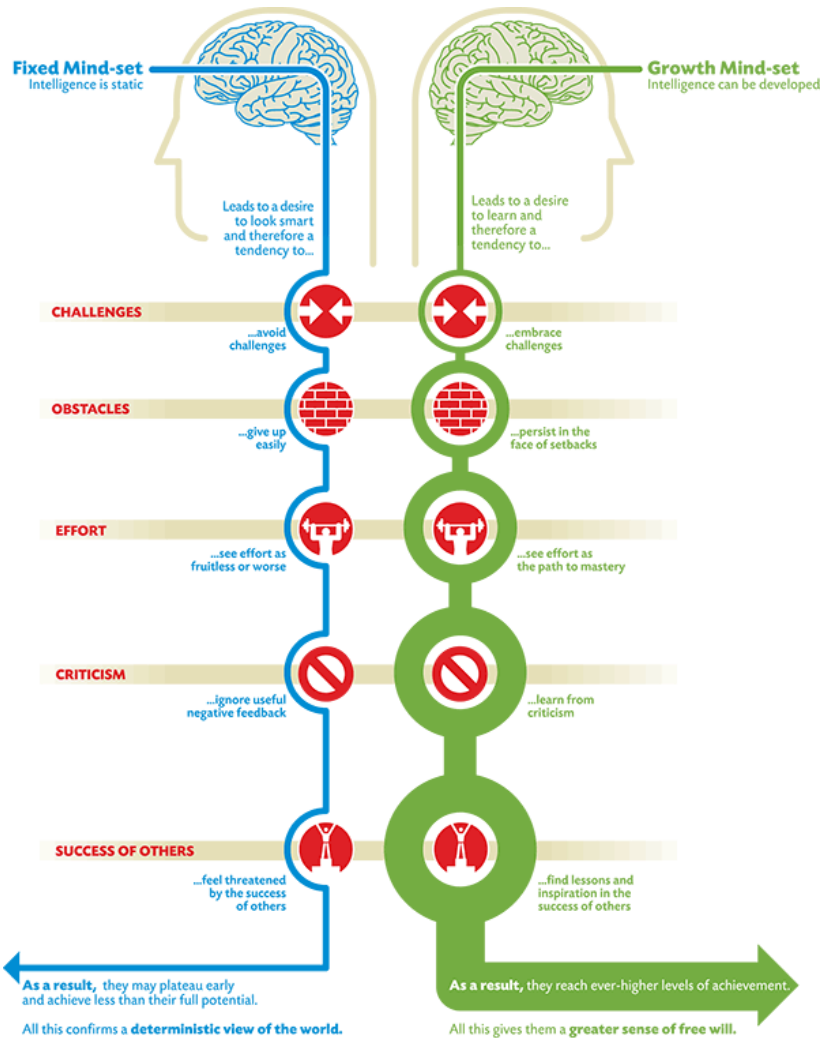
Thinking about thinking...

- Knowledge of learning goals
- Knowledge of task demands to identify strategies and tactics to use and when
- Knowledge about yourself – select strategies and tactics that work for you as a learner
- Knowledge about control processes to manage your learning

Cycle of Self-Directed Learning



The Power of Belief



GRAPHIC BY NIGEL HOLMES



Source: Dweck, C. (2006)

One's ability to monitor and control their own behavior, thinking, and emotions as they acquire knowledge and skills during learning.

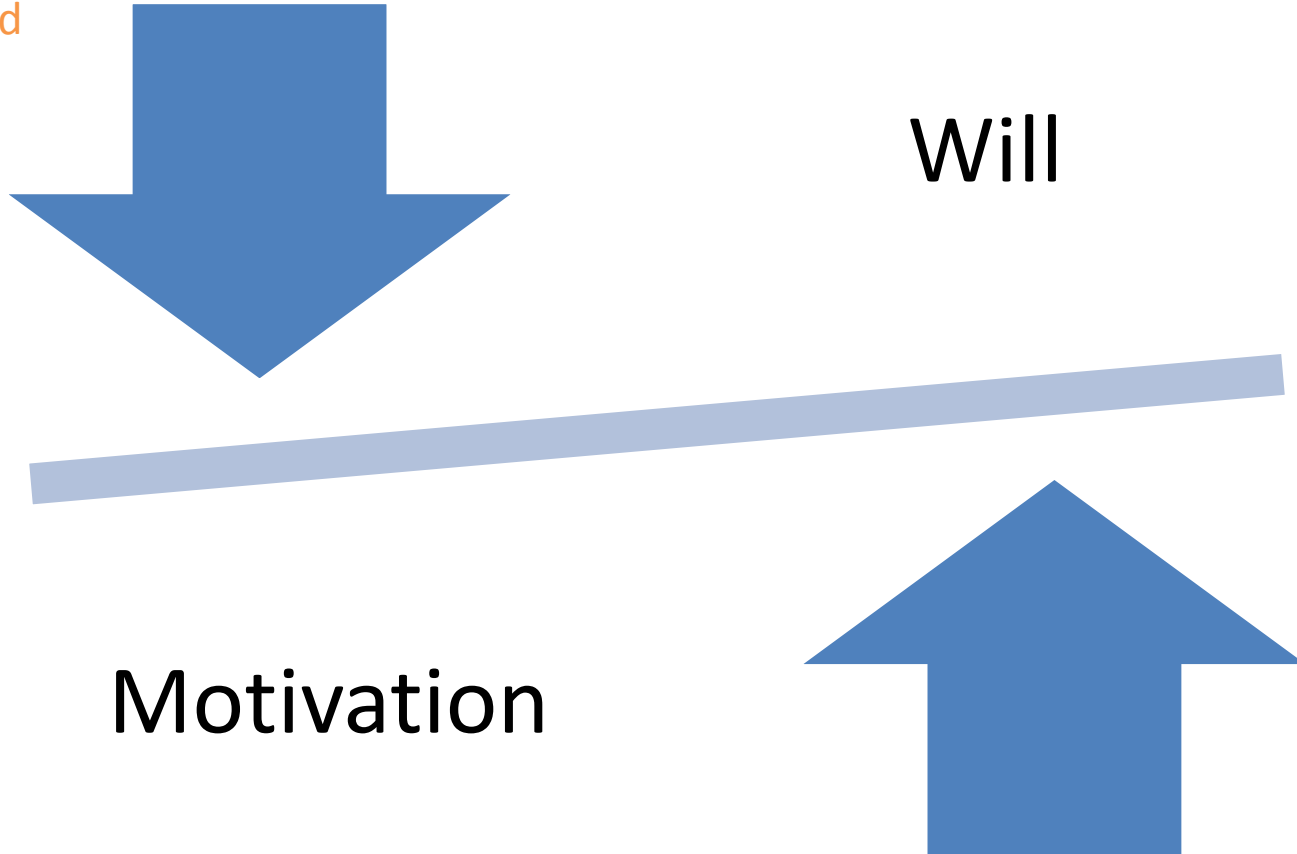
~Zimmerman, 1989

ACADEMIC SELF-REGULATED LEARNING



Self-Regulation Critical Elements

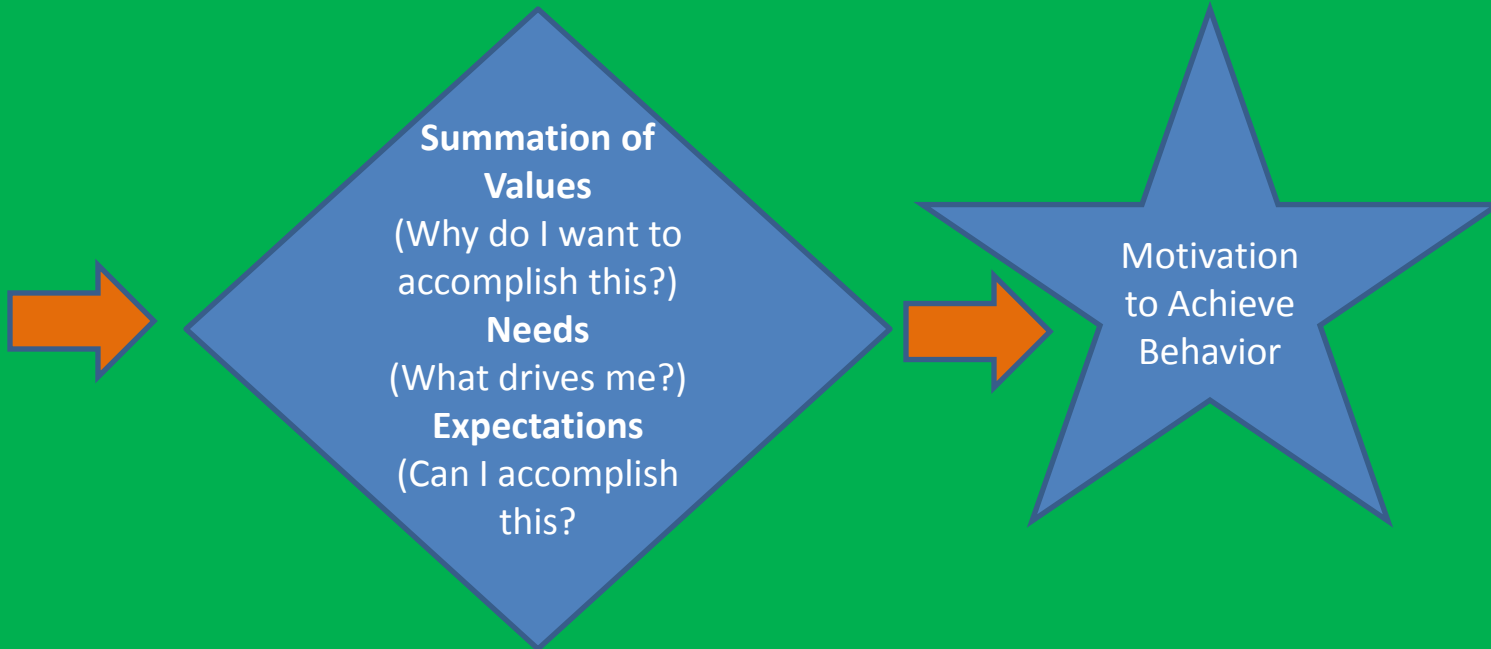
The power of conscious and unconscious control over our own actions or emotions



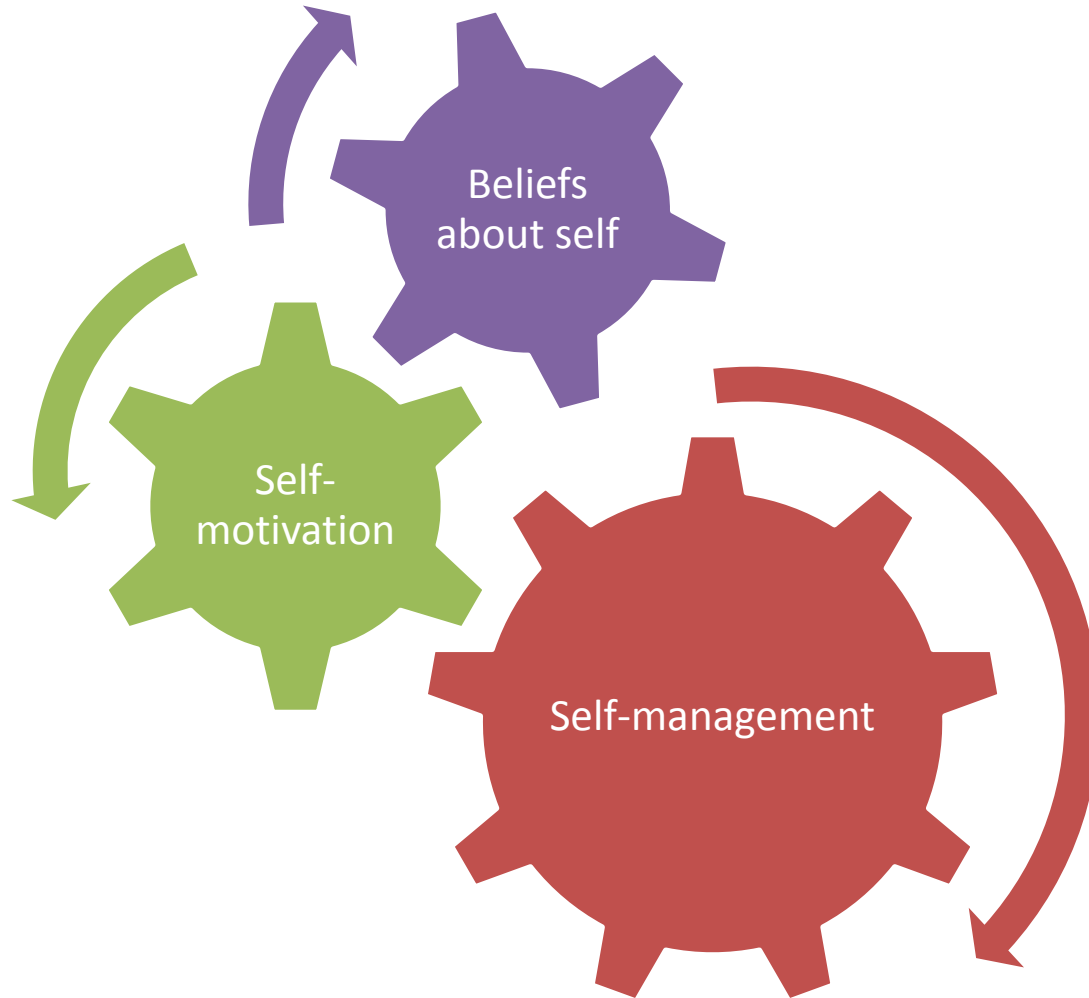
Motivation



Opportunity



Interconnected Success Skills





What are the implications for the classroom?

Promoting Self-Regulated Learning

Research Suggested Strategies

- Assessing task at hand
 - Be more explicit than you think necessary
 - Tell students what you do *not* want
 - Check students' understanding of the task
 - Provide performance criteria with assignments
- Evaluating strengths and weaknesses
 - Give early, performance-based assessments
 - Provide opportunities for self-assessment

Research Suggested Strategies

- **Planning appropriate approach**
 - Have students implement a plan you provide
 - Have students create their own plan
 - Make planning the central goal of the assignment (though processes explicit)
- **Applying strategies and monitoring performance**
 - Teach simple heuristics for self-correction
 - Have students do guided self-assessments
 - Requires students to reflect and annotate own work
 - Use peer review/reader response

Research Suggested Strategies

- **Reflecting on and adjusting**
 - Provide activities requiring students reflect on their own performance
 - Prompt students to analyze efficacy of study skills
 - Present multiple strategies
 - Create assignments that focus on strategizing rather than implementation
- **Beliefs about intelligence and learning**
 - Address students' beliefs about learning directly
 - Broaden students' understanding of learning
 - Help students set realistic expectations
- **Model your metacognitive processes**
- **Scaffold students in their metacognitive processes**

Research Shows

- No generic best strategies
- More than knowing strategies
- Core cognitive and metacognitive processes
- Requires direct instruction
- Takes time to learn
- Strategy selection
 - Match demands of text
 - Beliefs of learner
 - Background knowledge of learner
- Understand the what, when, how and why of strategies

Thank you!

QUESTIONS?