

Learning to Learn

Strategy 1: Ask students to assess their study habits.

Rate the effectiveness of these study techniques as High or Low.

1. _____ Mnemonic Devices
A technique for memorizing information involving linking words to meanings through associations based on how a word sounds and creating imagery for specific words.
2. _____ Practice Testing
Repeatedly testing yourself on content.
3. _____ Rereading
Rereading notes or course material in effort to remember it in the long-term.
4. _____ Distributed Practice
Spreading your studying out over time.

Answers based on Dunlosky et al., "What Works, What Doesn't" (2013).

Strategy 2: Teach a learning technique.

- Scheduling time to study
- Creating plan of action for an assignment
- Setting daily priorities
- Annotating readings
- Planning a group project
- Taking notes
- Participating in class discussion
- Preparing to go to office hours

Strategy 3: Prompt students to plan, monitor, and evaluate their learning.

Planning questions: What is my goal and how will I know I have reached it? How motivated am I to perform the task, and how can I increase my motivation if it's low? How much time and how many resources will be necessary? What do I already know about the topic? What strategies should I use? What strengths can I bring to the task? How can I compensate for my weaknesses? What might interfere with my completing a task, and how can I prevent this interference?

Monitoring questions: Am I sure I know what I am doing? Does my approach to the task make sense? How well are my strategies working? Am I making good progress toward my goal? What changes in approach or strategy should I make, if any? What material is the most important? What material am I having trouble understanding? How does what I'm learning relate to what I already know? How does it relate to my experience or my future? How is my thinking on the topic changing?

Evaluating questions: How well did I achieve my goal? How well did I master what I set out to learn? How well did I avoid sources of interference and stay on task? What approach or strategy worked well? What didn't work? What do I need to do differently when taking on a similar task? What are the most important points I learned? What am I still having trouble understanding? What do I need to review? What questions do I have that should be answered by an expert? How does what I learned relate to other things I have been learning or have experienced? How has my thinking on the topic changed?

Questions from Linda Nilson's *Creating Self-Regulated Learners* (2013), p. 8.