

Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation by Dr. Sandra Yancy McGuire

A book discussion facilitated by: Tina Koch and Gena Frey (UW Oshkosh)



Introductions

- Name and pronouns
- university, department, courses you teach
- What would you like to take away from this session?

Agenda:

- Overview and book discussion
- Share your strategies
- Action Plan

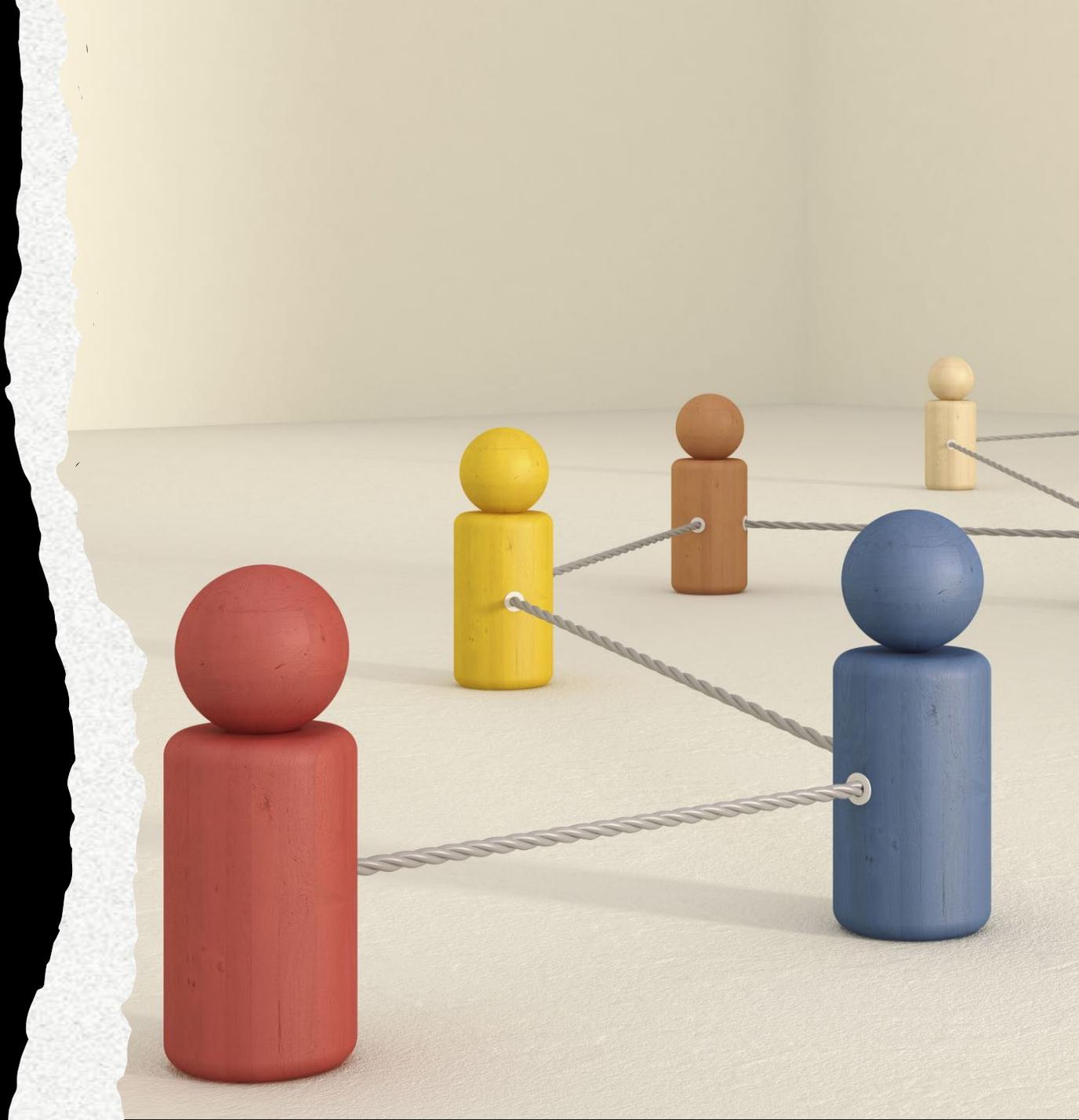
*Discussion is encouraged. We want this session to be informal and interactive.

Why is this book relevant?

- Our students are struggling
- Reframes the idea of "study skills"
- Includes the big concepts that foster powerful shifts in students' mindsets and academic behavior
- Provides instructors and students with research-based, specific and practical strategies

3 Themes

- Metacognition
- "Study Skills"
- Motivation



Journaling Activity

- Think of a time in your life that you "struggled" in course.
 - Write a short letter to your old self addressing the struggle and offer strategies to overcome those challenges.
- Share our stories.

Why don't
our
students
know how
to learn?

What is your experience?

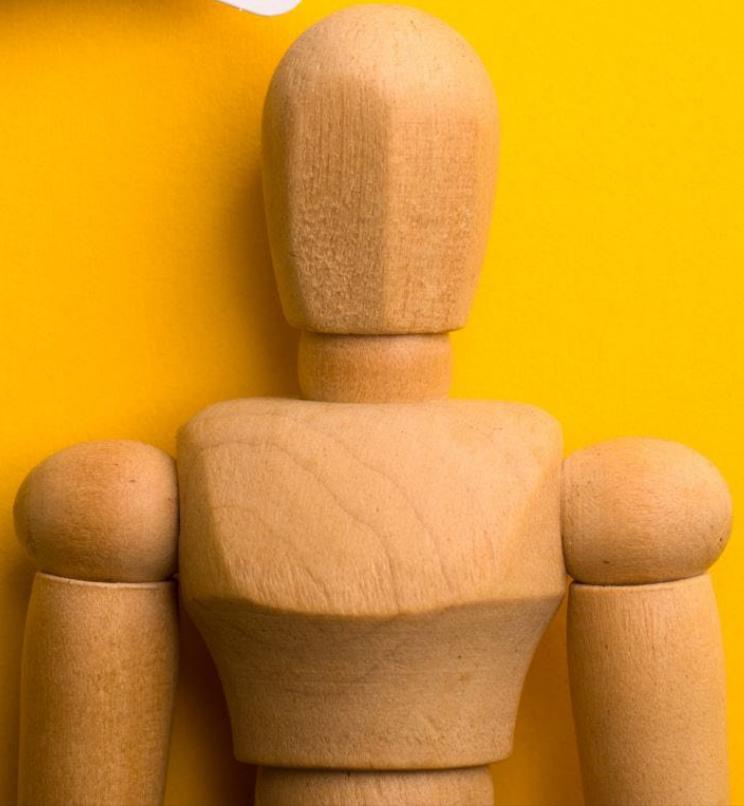
* Journal experience

* Classroom teaching

Most of our students have never had the opportunity to learn about metacognition, Bloom's Taxonomy, growth mindset, but when they do they can be empowered to change the trajectory of their college experience.

What is metacognition?

- Yes, thinking about your thinking – but more.....



Metacognition

The ability to:

- think about your own thinking
 - be consciously aware of yourself as a problem solver
 - monitor, plan, and control your mental processing (e.g. “Am I *understanding* this material, or just *memorizing* it?”)
 - accurately judge your level of learning
 - know what you know and what you don’t know
-

Metacognition

- Empowers students to be proactive learners
- Game changer
 - ACAD 115 (Strategies for Academic Recovery).
 - ACAD 175 for Strategies for Success for TAP (bridge program)
- Reframes "study skills"
 - Studying vs. Learning



Dr. Sandra McGuire, in her own words...

- https://youtu.be/P_b44JaBQ-Q



Some Metacognitive Strategies

- Previewing
- Preparing for active reading
- Paraphrasing
- Reading actively
- Using the textbook even if it's not required
- Going to class, and taking notes by hand
- Doing homework without using solved examples as a guide
- Teaching the material to a real or imagine audience
- Making Study Guides
- Studying in pairs or groups
- Creating your own practice exams (not using someone else's Quizlet!)

Which ones will you emphasize in your class? Which ones are the most challenging for students?



Metacognition and Reading

- We want our students to read, but many of them don't. They are overwhelmed and underprepared for college reading.
 - Active reading strategies that utilize metacognition
 - Previewing
 - Focus Questions (creates motivation, intention and purpose)
 - Example: Erosion
 - Paraphrasing
 - Flashcards, Maps, Outlines (Study Guides)



Textbooks

- Why did you choose your textbook?
- Access
 - Library copy?
- Required vs. Supplementary
- Without a textbook it is impossible for students to utilize some of the metacognitive strategies
- Students may need to learn how to use their textbook
 - Highlight your textbook features in your syllabus
 - First day of class
 - Throughout the semester
 - Modeling

Appendix C: Compilation of Strategies for Instructors

- Page 171
- 33 Strategies

Discussion:
How do you or will
you infuse
metacognition into
your courses?



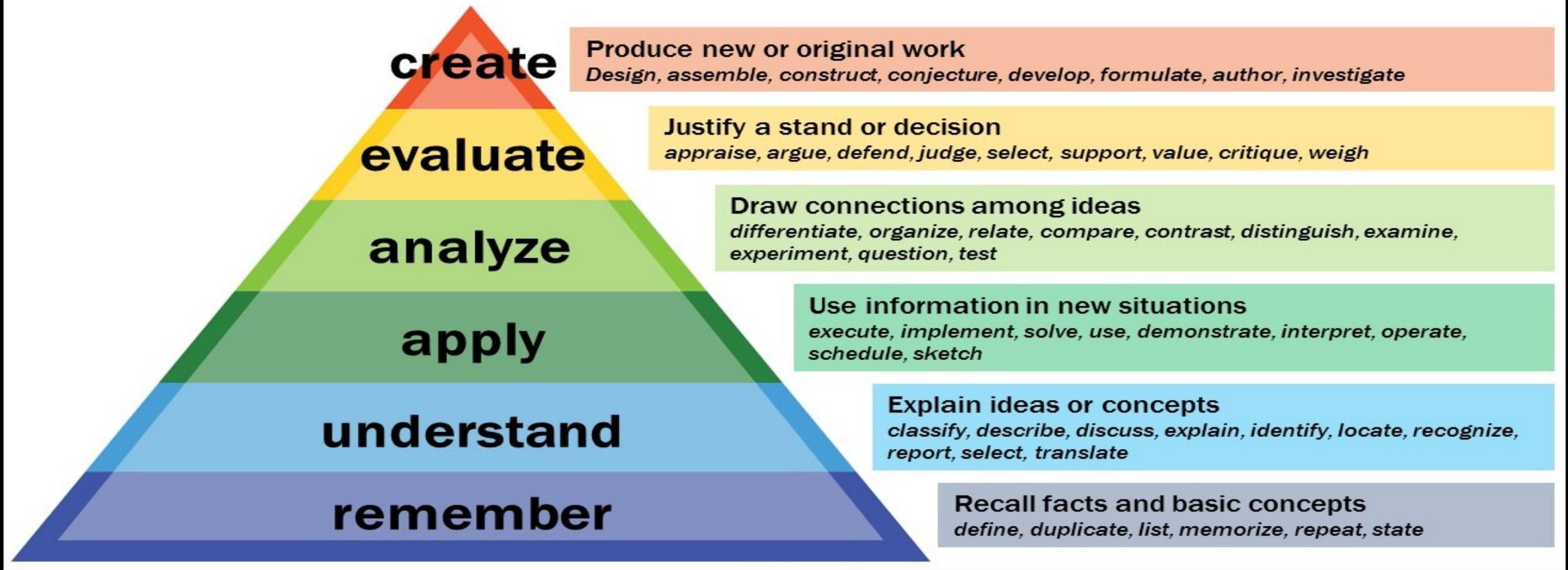
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Bloom's Taxonomy – Studying vs. Learning

What you do when you study matters!
For example: looking over vs
truly comprehending

Bloom's Taxonomy

Bloom's Taxonomy



Dr. McGuire on Bloom's Taxonomy

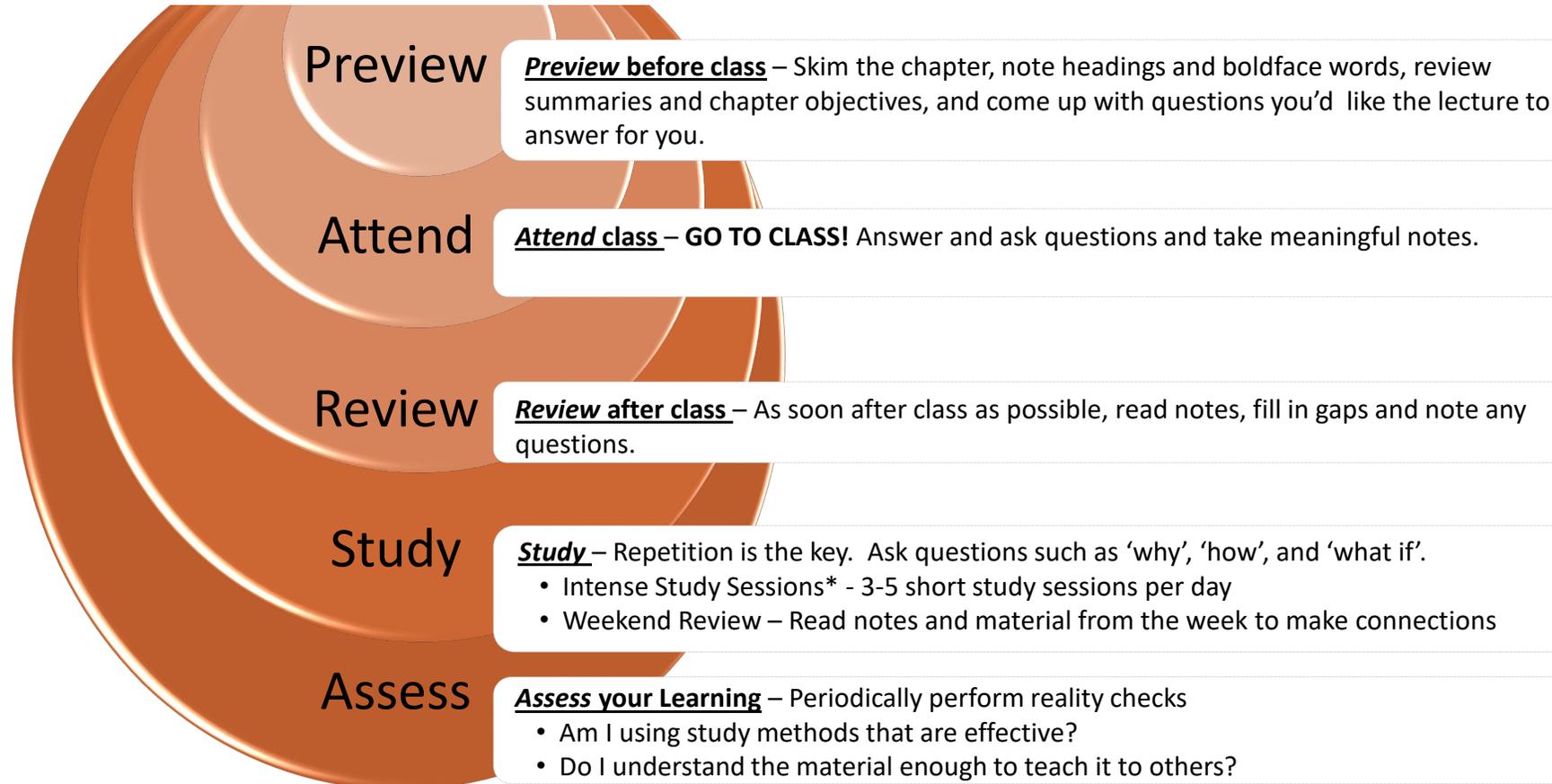
- <https://www.youtube.com/watch?v=-DVecgNBPgM>

A Metacognitive Strategy

- Study Cycle
 - Provides a structured approach to learning
 - Passive to Active Learning
 - Provides students with a framework/structure
 - Empowers students to take control of their learning
 - Helps students move to higher levels of Bloom's



The Study Cycle



Intense Study Sessions

1	Set a Goal	1-2 min	Decide what you want to accomplish in your study session
2	Study with Focus	30-50 min	Interact with material- organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	10-15 min	Take a break – call a friend, play a short game, get a snack
4	Review	5 min	Go over what you just studied

The Study Cycle – Dr. McGuire

<https://www.youtube.com/watch?v=YIZMBsMZnoI>

<https://www.youtube.com/watch?v=ppPIYbe3D68>

Study Cycle – Benefits

eliminates the need for cramming

promotes shorter, more frequent study sessions

helps students keep up with pace of course

has a built-in time management plan

improves attention and comprehension in lectures

previewing feature enhances note-taking skills

helps improve retention of information for longer periods of time

How can you foster or model the Study Cycle for your students?

Before, During,
and After Class

Time Management Strategies for Your Students

- Semester calendar (major events)
- Weekly calendar (all scheduled activities, including study time)
- Make an appointment with yourself
- Start homework assignments as soon as they are given
- Prioritize according to your needs and wants
- *Use dead time (most often wasted by college students)

A Few Thoughts about Notetaking



Words with Class



To Do Lists



Students must find a way to be foster review and interaction with their notes.



Research shows that students they should review their notes within 24 hours.



Use their notes to create/predict test questions, create a study guide. (organize them in a way that makes sense to them and encourages them to actually think about them, not just copying)

What can you do to boost motivation?



- Early opportunities for success
 - Test early and often (Dewitt)
 - Scaffolding (Kuhl)
 - Feedback after first test (Brazee)
 - How can you reach out? (Kreider)
- Literal, concrete and rephrasing statements into an action plan. (Koch Positive Worry)
- Growth Mindset (next slide)

Mindset

The belief that your level of intellectual ability is not fixed but rests to a large degree in your own hands

Fixed

- Believe they are born with a fixed amount of ability or talent
- Intelligence = either they have it or they don't

Growth

- Believe their hard work and persistence can overcome initial difficulties
- Intelligence is like a muscle – it gets stronger the more it's used (malleable)

Step by Step Guide page 176

Game plan to
implement into your
class



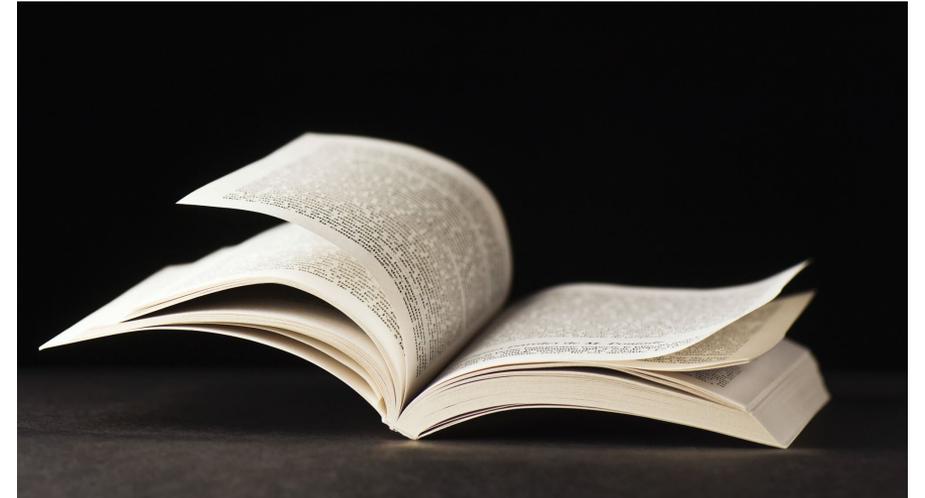
Dr. McGuire's 4 Step Routine for Implementing with Students

- 1. Discuss Studying vs. Learning
- 2. Distinguish "make an A" mode from "teach the material" mode
- 3. Introduce Bloom's Taxonomy
- 4. Ask them to contrast the level of Bloom's they have occupied in the past with the level they need for future success
- * *introduce after first exam*



Discussion

- What strategies do you currently use?
- What strategies will you now incorporate into your courses?
- How will you use this information?
Barriers or challenges?



Dr. McGuire on implementing Metacognitive Strategies into your classroom.

- <https://www.youtube.com/watch?v=iXKy1EI7nU0&t=1s>

Resources for Your Students

Does your university offer learning strategy courses?

What kind of academic support services does your university offer?

- Tutoring
- SI
- TRIO
- Academic Coaching
- Math Labs
- Writing Center

#Content

Action Plan



Additional Resources

- Dr. Chew's How to Get the Most Out of Studying Videos
 - <https://www.youtube.com/watch?v=RH95h36NChI>
- Refer students to enroll in a study strategy or college success course.
- Instructors as influencers.
- Want some insight as to why students (and us) are having difficulty focusing? Read *Stolen Focus* by Johann Hari