METACOGNITION

For an extreme academic makeover

Anna Colgan
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What do **YOU** think are the primary goals of a **TUTOR**?
“A person’s emotional resources and feelings about oneself and others.”

Smith & Kumi-Yeboah, 2015, pg.183
To help students to learn HOW to learn on their own.
Teach students how to learn

Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation

Saundra Yancy McGuire PhD
We will understand why many students do not have learning skills.

We will understand how metacognition helps diverse students excel.

We will have concrete learning strategies that we can teach students to increase academic success and enhance their learner identity.

We will spend time reflecting on improving our teaching and the students’ learning.

We will view our students differently.

OUR DESIRED OUTCOMES
This is what we are going to cover.
METACOGNITION IN ACTION
“Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours”.

Cambridge International Examinations, 2015, pg.1
KNOWLEDGE

REGULATION
Nelson and Laren (1990) Model of Metacognition

META LEVEL
(metacognition)

MONITORING
e.g., checking that you understand what you are reading

CONTROL
e.g., re-reading a paragraph, or reading slower to ensure better comprehension

OBJECT LEVEL
(cognition)

Cambridge International, 2015
Many students have not developed these abilities

*Academically adrift: Limited learning on college campuses*

By Richard Arum and Josipa Roksa
Research shows that....

- It was not necessary in secondary school;
- Generally, it is not nurtured in FE or HE;
- Students are generally neither good nor objective judges of their own academic competence and ability.
Students CAN develop these abilities if we....

• Teach students how to learn, i.e. **metacognition**
• Help them develop the right mindset – a **growth** mindset
We must help students make the transition to college

Help students identify and close “the gap”

Current behaviour → Current grades

Efficacious behaviour → Desired grades
The story of three students

<table>
<thead>
<tr>
<th>Student</th>
<th>Assignment 1</th>
<th>Assignment 2</th>
<th>Assignment 3</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>47</td>
<td>52</td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>B</td>
<td>58</td>
<td>49</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td>C</td>
<td>44</td>
<td>47</td>
<td>70</td>
<td>74</td>
</tr>
</tbody>
</table>
HOW DID THEY DO IT?

• They used metacognitive strategies;
• They began thinking about their thinking;
• They focused on learning instead of grades.
Why the fast and dramatic increase?

It’s all about the strategies, and getting them to engage their brains!
Counting vowels in 45 seconds

How accurate are you?
Count all the vowels in the words on the next slide
<table>
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<tr>
<th>Dollar Bill</th>
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<td>Hand</td>
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<tr>
<td>Six-Pack</td>
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<td>Seven-Up</td>
<td>Quarter Hour</td>
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<tr>
<td>Octopus</td>
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Which words or phrases do you remember?
Write them down.
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Six-Pack
Seven-Up
Octopus

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Dozen Eggs
Unlucky Friday
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Quarter Hour
How many words or phrases did you remember?
Write the number down.
Let’s look at the words again…..

What are they arranged according to?
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The list is organised according to numbers.

Dollar bill corresponds to the number 1, dice corresponds to 2, tricycle corresponds to 3, and so forth.
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Octopus

Cat Lives
Bowling Pins
Football Team
Dozen Eggs
Unlucky Friday
Valentine’s Friday
Quarter Hour
Now, which words or phrases do you remember?
Write them down.
How many words or phrases did you remember?
Write the number down, divide by 15 and multiply by 100 again.
What were the two major differences between your first and second attempt?
1. We knew what the task was.
2. We knew how the information was organised.
METACOGNITIVE STRATEGIES
What We Know about Learning

• Active learning is more *lasting* than passive learning;
• Thinking about thinking (Metacognition) *is important*;
• The level at which learning occurs matters (Bloom’s Taxonomy).
How I Learn

Bloom’s Taxonomy

Creating
Combining information to form a unique thesis, concept, or product - requiring creativity and originality. Putting elements together to form a coherent of functional whole, reorganizing elements into a new path or structure through generating planning or producing.

Key ideas: Design, Hypothesize, Invent, Develop, Estimate, Theorize, Elaborate, Test, Improve, Originate

Evaluating
Making decisions and supporting views - understanding of values, judging the validity of ideas or quality of work based on a set of criteria, having an understanding of the discipline. Making judgements based on criteria and standards through checking and critiquing.

Key ideas: Judge, Critique, Justify, Recommend, Criticize, Assess, Disprove, Rate, Resolve

Analyzing
Identifying components - determining arrangement, logic and semantics to identify organizational structure. Breaking material into constituent parts, determining how parts relate to one another and to an overall structure through differentiating, organizing and attributing.

Key ideas: Analyze, Categorize, Separate, Dissect, Simplify, Deduce, Infer

Applying
Using information to solve problems - transferring abstract or theoretical ideas to practical situations, identifying connections and relationships and how they apply. Carrying out or using a procedure through executing or implementing.

Key ideas: What if, Use, Compute, Solve, Demonstrate, Apply, Construct, Build, Experiment

Understanding
Repeating in your own words - paraphrasing, summarizing, and translating. Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring and explaining.

Key ideas: Why, How, Explain, Paraphrase, Describe, Illustrate, Compare, Contrast, Interpret, Outline, Map, Rephrase

Remembering
Memorizing information verbatim - retrieving, recognizing and recalling relevant knowledge from long-term memory.

Key ideas: What, Remembering, List, Label, State, Define, Choose, Find, Select, Match
Creating
Write a story about Goldilocks and the Three Fish. How would it differ from Goldilocks and the Three Bears?

Evaluating
Judge whether Goldilocks was good or bad. Defend your opinion.

Analysing
Compare this story to reality. What events could not really happen?

Applying
Demonstrate what Goldilocks would use if she came to your house.

Understanding
Explain why Goldilocks liked Baby Bear’s chair the best.

Remembering
List the items used by Goldilocks while she was in the Bears’ house.
When we teach
students about
bloom’s
taxonomy....

They get it!
At what level of Bloom’s did you have to operate to get As or Bs in school or college?

1. Remembering
2. Understanding
3. Applying
4. Analysing
5. Evaluating
6. Creating

* Sample of 21 students
At what level of Bloom’s do you have to operate to get As or B+ at university?

1. Remembering
2. Understanding
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* Sample of 21 students
How do we teach students to move higher on Bloom’s taxonomy?

We teach them the Study Cycle*

* Adapted from Frank Christ’s PLRS System
Effective Metacognitive Strategies

• Use the SQ5R technique for reading assignments (survey, question, read, recite, review, write, reflect)
• Always ask “why”, “how”, and “what if” questions;
• Test understanding by giving “mini lectures” on concepts;
• Always solve problems without looking at an example or the solution;
• Use organisers such as concept maps, mind maps, Venn diagrams, etc.;
• Spend time on the course every day;
• Use the Study Cycle with “Focused Study Sessions”.
The procedure is actually quite simple. First, you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one can never tell. After the procedure is completed, one arrange the materials into different groups again. Then, they can be put in to their appropriate places. Eventually, they will be used once more, and the whole cycle will then have to be repeated. However, that is part of life.
LAUNDRY
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ACTIVE READING step 1: PREVIEWING

Headings

Charts

Bold Print

Graphs

Words in Italics
ACTIVE READING STEP 2: COME UP WITH QUESTIONS THE READING CAN ANSWER

Emotional Development

Social Development
You are training your brain to find what you need!
Chapter Map
Compare and Contrast

Concept #1

How are they similar?

How are they different?

Concept #2
What happens when we teach metacognitive learning strategies, Bloom’s Taxonomy, and the Study Cycle to an entire class, not just individuals?
CARING FOR STUDENTS’ AFFECTIVE CAPITAL
Mindset is important!

Dweck, 2012
Your grades will not be an indication of how smart you are, but of your behaviours.
<table>
<thead>
<tr>
<th>Students from Minority Groups</th>
<th>Non-Traditional Students</th>
<th>Students with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May not ask for help</td>
<td>• May have rustic basic skills</td>
<td>• They may have been stigmatized</td>
</tr>
<tr>
<td>• May distrust people outside of own culture</td>
<td>• Often lack self-confidence</td>
<td>• May lack self-confidence and suffer low self-esteem</td>
</tr>
<tr>
<td>• May be inhibited by “stereotype threat”</td>
<td>• May feel at a disadvantage</td>
<td>• May not have developed effective strategies that help them cope with</td>
</tr>
<tr>
<td></td>
<td>• Often lack IT skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have family and work commitments</td>
<td></td>
</tr>
</tbody>
</table>
We can significantly improve students’ learning experience

1. We must build students’ trust and confidence in us as their teachers and tutors.

2. We must NOT judge students’ potential.

3. We must encourage students to persist in the face of initial failure.

4. We must teach students the learning process and provide specific strategies.

5. We must constantly encourage the use of metacognitive tools.
Who do YOU think is primarily responsible for students’ learning?

a) The student
b) The lecturer
c) The College
Who do you think STUDENTS say is primarily responsible for students’ learning?

a) The student
b) The lecturer
c) The College
What is the REALITY?

All 3 entities must take FULL RESPONSIBILITY for students’ learning.
Thank You
FURTHER READING & LINKS


Louisiana State University (LSU) Centre for Academic Success: http://www.lsu.edu/students/cas/


Introduce yourself

Explain that you fulfil many roles: tutor, teacher, lecturer, administrator, counsellor, pastoral tutor, study coach etc and that you were interested in doing so as effectively as possible

Explain that you will be using the words “tutor” and “teacher” interchangeably to mean to same thing: teachers
What do **YOU** think are the primary goals of a **TUTOR**?

Think about it and write down 2 or 3 goals that you think are really important for tutors to do in their sessions or tutorials.

So take a minute to think about that.

*(GET TUTORS RESPONSES THEN SAY)*

*We will return to these in a minute*

*My own programme of study* typically attracts mature women or non-traditional students currently working in early years’ settings in a variety of roles.

On joining the programme, these women enter higher education with a complex ‘affective capital’, which is defined...
“A person’s emotional resources and feelings about oneself and others.”

Smith & Kumi-Yeboah, 2015, pg.183

Q: WHAT DO YOU THINK THIS MEANS? IS THIS SOMETHING THAT YOU RECOGNISE IN YOUR OWN STUDENTS?

This is shaped in part by detrimental past experiences of learning that can hinder students’ personal and academic success on the programme.

Students’ affective capital may also be influenced by their ethnic background and by whether the students have any disabilities.

This is why, although all of the goals you have highlighted are really, really important, I argue that we may have forgotten another equally important goal.
To help students to learn HOW to learn on their own.

**WHY?**

Because aside from the obvious academic advantages of doing so, learning how to learn on one’s own will directly impact students’ affective capital.

**Because**

By teaching students how to learn *on their own* through metacognitive skills and developing a growth mindset, and by adopting different strategies for different learners we are giving them the tools to develop a positive learner identity.
This session is based on the work of Dr Saundra McGuire and her remarkable book.

It is the strategies from this book that I want to share with you.

Which I have combined with aspects of a research study I carried out as part of my masters’ course last year.

So this is what I hope we can take from this session today….
So let’s begin by exploring **metacognition**
METACOGNITION IN ACTION
“Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours”.

Cambridge International Examinations, 2015, pg.1

Metacognition is considered to have 2 dimensions: knowledge **and regulation**.
Knowledge

This includes the learner’s knowledge of their own cognitive abilities (e.g., I have trouble remembering people’s names)
the learner’s knowledge of particular tasks (e.g., the ideas in this article are complex)
the learner’s knowledge of different strategies including when to use these strategies (e.g., if I break telephone numbers into chunks I will remember them)

Regulation.

Metacognitive regulation describes how learners monitor and control their cognitive processes.

For example, realising that the strategy you are using to solve a maths problem is not working and trying another approach.

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens’ (1990) Model of Metacognition.
This consists of two levels: the object level and the meta level

The object level is where cognitive processes or ‘one’s thinking’ occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g., decoding) are used to help the learner achieve a particular goal (understanding the meaning of the text).

The meta level is where your ‘thinking about thinking’ takes place.

At this higher-order level, metacognitive strategies are used to ensure the learner reaches the goal they have set. To continue with the reading example, this would begin with the learner thinking about how well they have understood the paragraph they have just read. This is termed **monitoring**.

If they are happy, they continue reading, if not, they will perhaps re-read the paragraph….

These actions are called **control processes**, as they are changing the learner’s cognitive processes or related behaviours, based on the monitoring feedback.
Many students have not developed these abilities

*Academically adrift: Limited learning on college campuses*

By Richard Arum and Josipa Roksa

Why don’t some students know how to learn or how to study?
Research shows that....

- It was not necessary in secondary school;
- Generally, it is not nurtured in FE or HE;
- Students are generally neither good nor objective judges of their own academic competence and ability.

Maybe not nurtured because of deficit thinking

HOWEVER, what we must be remember is this....
Students CAN develop these abilities if we.....

• Teach students how to learn, i.e. **metacognition**
• Help them develop the right mindset – a **growth** mindset

We can help
We must help students make the transition to college

Help students identify and close “the gap”

Current behaviour → Current grades

Efficacious behaviour → Desired grades

Let me tell you a story.
Here’s the story of three students and how they improved their grades on the course through the metacognitive strategies I will introduce you to today.

What happened? (Delivered the presentation and this is the result)

So, how did they do it?
HOW DID THEY DO IT?

• They used metacognitive strategies;
• They began *thinking about their thinking*;
• They focused on *learning instead of grades*.

Why do you think there was such a dramatic increase in these students’ grades?
Why the fast and dramatic increase?

It’s all about the strategies, and getting them to engage their brains!

• When students learn metacognition they gain learning strategies and become active learners.

• It empowers them to understand that thinking and learning are processes you can control.

• I want to show you how this work through an activity from Dr McGuire’s book that quite dramatically shows students how changing their study habits improves their grades.
I am about to show you a slide with two sets of words on it.

I want you to count the vowels in each word until the time runs out.

You will have 45 seconds for this task.

Ready, set, go!
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<thead>
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Write them down.
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Let's look at the list of words again and then compare it to your own.
How many words or phrases did you remember? Write the number down.

Now divide that number by 15, and multiply by 100, and that’s your score as a percentage.

How did you do?

(average number of correct responses is 3 or 20%)

Now for the next part of this activity.

We are going to look at the words again.
Let’s look at the words again.....

What are they arranged according to?
Call STOP.

If you are still unsure then just read these two lines.
The list is organised according to numbers.

Dollar bill corresponds to the number 1, dice corresponds to 2, tricycle corresponds to 3, and so forth.

NOW FOR THE NEXT STEP IN THIS ACTIVITY.

Study the list again and try to commit all 15 phrases to memory again (give 45 seconds again).
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</tbody>
</table>
Now, which words or phrases do you remember? Write them down.

When time is up, list as many items as you can remember.

Same calculation as before.

What’s your score now? How did you do?
How many words or phrases did you remember?
Write the number down, divide by 15 and multiply by 100 again.

Now divide that number by 15, and multiply by 100, and that’s your score as a percentage.

How did you do this time round?
What were the two major differences between your first and second attempt?
Two things made a difference. What were they? Can you work it out?

1) We were aware of our goal. We knew that we needed to memorise the list instead of counting the vowels. How is this relevant to your learning? When a reading is assigned you need to think “what is my goal in reading this chapter?”

2) We had a very good system for learning the information. What made it good? We related the information to something very familiar to us: numbers.
METACOGNITIVE STRATEGIES
What We Know about Learning

- Active learning is more lasting than passive learning;
- Thinking about thinking (Metacognition) is important;
- The level at which learning occurs matters (Bloom’s Taxonomy).

Metacognition helps you to generate solutions to problems and to accurately judge your level of learning, what we call **Bloom’s Taxonomy**.
We are all familiar with Bloom’s Taxonomy and in her book, Dr McGuire shows how to apply it to the tale of Goldilocks and the three bears as a way of showing students how learning changes as they progress up the levels.
So I work through this with the students to help them understand each of the levels.

So....
When we teach students about Bloom’s taxonomy....

They get it!

For instance, I asked students....
At what level of Bloom’s did you have to operate to get As or Bs in school or college?

1. Remembering
2. Understanding
3. Applying
4. Analysing
5. Evaluating
6. Creating

* Sample of 21 students
At what level of Bloom’s do you have to operate to get As or B+ at university?

1. Remembering
2. Understanding
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* Sample of 21 students
How do we teach students to move higher on Bloom’s taxonomy?

We teach them the Study Cycle*

* Adapted from Frank Christ's PLRS System

REFER ATTENDEES TO HANDOUT

Ask the to look at the study cycle and the focused study sessions

And discuss what are the strengths of these approaches?

If you do 2 or 3 sessions during the day between classes and another couple of sessions at night, you will have studied 4-5 hours that day without breaking a sweat.

What other metacognitive strategies can we teach
Effective Metacognitive Strategies

- Use the SQ5R technique for reading assignments (survey, question, read, recite, review, write, reflect)
- Always ask “why”, “how”, and “what if” questions;
- Test understanding by giving “mini lectures” on concepts;
- Always solve problems without looking at an example or the solution;
- Use organisers such as concept maps, mind maps, Venn diagrams, etc.;
- Spend time on the course every day;
- Use the Study Cycle with “Focused Study Sessions”.

In her book, Dr McGuire takes us through some excellent exercises we can do with students, as a class or in tutorials.

The first is on active reading: previewing what you read.

To be really engaged in your reading, you must give yourself a preview of what you are about to read.

We know the brain is more efficient at learning when it has the big picture and then acquires individual details to fill in that big picture.
The procedure is actually quite simple. First, you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then, they can be put in to their appropriate places. Eventually, they will be used once more, and the whole cycle will then have to be repeated. However, that is part of life.
It’s the equivalent of seeing **LAUNDRY** in big boldface heading.

Let’s read the passage again....
The procedure is actually quite simple. First, you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then, they can be put in to their appropriate places. Eventually, they will be used once more, and the whole cycle will then have to be repeated. However, that is part of life.

Q: Did the passage sound different to you?

Were you able to engage with it more actively and derive much more meaning from its sentences?

Do the questions now seem trivial rather than mystifying?

If you have an idea of or context for what you are about to read (Laundry) then your brains can recognise and process much more information than if you just dive into your reading.

Q: So, how do you give that big picture? We engage in active reading

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Once you’ve looked at the bold and text in italics etc you still need to do one more thing before you begin to read. **What?**

You need to give yourself a REASON to read.
ACTIVE READING STEP 2: COME UP WITH QUESTIONS THE READING CAN ANSWER

Your brain does not like to hear **YOU HAVE TO read**. So you need to come up with questions that you want the reading to answer for you.

Then you’ve tapped into your genuine curiosity and are much more motivated to read.

Let’s say I am reading a chapter in book about personal, social and emotional development. Such a book may discuss the **emotional development** and **social development**, and these words may be underlined or in bold typeface. **What question might we ask ourselves before we read?** (What is the
You are training your brain to find what you need!

Previewing only takes 10 minutes.

10 minutes!

You can preview before a session as well, by preparing questions that you would want the session to answer.

How many times in the past year has the information from the session gone from the PowerPoint straight to your notes without passing through your brain?

That is a waste of time. But I want you to make every hour count.
This can be done from the table of contents.

Now you have the whole chapter on one sheet.

You can use this as a way to practice reciting or teaching the information.

You are making sure your brain has the big picture and it sees how the concepts fit together.
Another excellent concept map is the ‘Compare and Contrast’ map.

Any terms that you have any tendency to get confused can be separated with this map.

(Give examples)

In psychology: punishment and negative reinforcement could be compared and contrasted, or physical wellbeing as opposed to psychological wellbeing.
What happens when we teach metacognitive learning strategies, Bloom’s Taxonomy, and the Study Cycle to an entire class, not just individuals?

They are more motivated and want to do better in their assignments

They do the assigned weekly readings

They understand the topics better and to a greater depth

They see connections between their readings and their practice

They see themselves understanding more

We can then couple these strategies with others such as attending to students’ affective capital.
REFER TO HANDOUT ON OPTIMAL LEARNING

Essentially reflects self determination theory of Deci and Ryan
Mindset is important!

Dweck, 2012
Non-traditional students tend to hold a **fixed mindset** of intelligence as static

We need to help them develop a **growth mindset** and continually stress that

**Your grades will not be an indication of how smart you are, but of your behaviours.**

When they are not achieving the grades they hoped for, we can lead them back to the study cycle, the focused study sessions, and the metacognitive strategies.

Are you implementing the study cycle? Which strategies have you tried? Are you previewing/reviewing things?

Next, we need to help students develop self-confidence, self respect and self-esteem through building trust and confidence in us as their tutors.
Empower students by promoting their self-esteem, self-confidence and self-respect

**Students from Minority Groups**
- May not ask for help
- May distrust people outside of own culture
- May be inhibited by "stereotype threat"

**Non-Traditional Students**
- May have rustic basic skills
- Often lack self-confidence
- May feel at a disadvantage
- Often lack IT skills

**Students with disabilities**
- They may have been stigmatized
- May lack self-confidence and suffer low self-esteem
- May not have developed effective strategies that help them cope with

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**Stereotype threat**: the risk of confirming a negative stereotype about one’s social group

**STRATEGIES: MINORITY STUDENTS**

Build connections so that the student doesn’t feel like they are an “other” and very very different from you

Spend a little more time when you first meet the student. Greet them warmly and look for connections that you have have

Point out those connections: these break down barriers and help build confidence and trust with the student

Let the student know constantly that you are confident that they can master the coursework

Encourage the student to do most of the talking and affirm their comments with positive statements and positive body language

Teach them metacognitive skills

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**STRATEGIES: NON-TRADITIONAL STUDENTS**

• Acknowledge age difference if student brings it up but then point out advantages they bring

• In this way you can bring their self-confidence in their ability to succeed by asking them about the successes in their life

• Teach them the technology they need

• Let the student know constantly that you are confident that they can master the coursework

• Give them task in lessons that you know they are going to be successful in and help them build up their own self-confidence

• Teach them metacognitive skills

• Be sympathetic and flexible about their family and work commitments

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**STRATEGIES: STUDENTS WITH DISABILITIES**

• Use people first language

• Ask students to tell you about their strengths and what they think their challenges will be in the course

• Then focus on the fact that they are a very capable individual and you will take that ability and allow them to use their strengths and abilities to be successful in the course

• Contact your study support person or department and get the help that the student may need

• Seek additional information for specific learning strategies that are most effective for students with this particular type of disability
The current education climate is concerned with accountability, standards, and teaching as a depersonalised process of teacher transmission and student acquisition.

However, this view of education does not bring equality for all, because social justice in education is not just about numbers or equality of distribution of resources, or access to education per se, but also about the nature of the educational service itself.

Nothing is ever that simple.

As teachers, we have an obligation to consider the effects that our pedagogy has on our students.

A socially just education is about how an education system enables students to engage and participate fully and transforms them as people.

As such, a just education does not only refer to material equality or equality of access and assessment, but also to respect and recognition, because both are integral to the development of identity and self-realisation.

Teaching students how to learn means caring and respecting our students and actively addressing their affective capital.
We can significantly improve students’ learning experience

1. We must build students’ trust and confidence in us as their teachers and tutors.
2. We must NOT judge students’ potential.
3. We must encourage students to persist in the face of initial failure.
4. We must teach students the learning process and provide specific strategies.
5. We must constantly encourage the use of metacognitive tools.

1. We can achieve this by actively caring for students’ affective capital and showing it.
2. We don’t know what their potential is. We need to help them find out. They are a work in progress.
3. We can do this by constantly referring back to growth mindset strategies and meta cognitive strategies to bridge the gap between their current behaviour and the effective behaviour that leads to higher marks.

So here’s my final question to you…. 
Who do YOU think is primarily responsible for students’ learning?

a) The student  
b) The lecturer  
c) The College
Who do you think STUDENTS say is primarily responsible for students' learning?

a) The student  
b) The lecturer  
c) The College
What is the REALITY?

All 3 entities must take FULL RESPONSIBILITY for students’ learning.

In reality, these three entities must work together to consider what students need in order to engage in education, so that they can participate fully and achieve their potential.

If we do not accept this reality, if we adopt a deficit view of students and their potential, we are effectively acting unjustly towards our students, thereby failing to take responsibility for the effects of our actions and failing to deliver a socially just education.

Thank you for your participation.
Thank You
FURTHER READING & LINKS

Louisiana State University (LSU) Centre for Academic Success: http://www.lsu.edu/students/cas/