Learning Reflection

Metacognition – the ability to correctly estimate how well I know something.

So far in college I have <u>horrible   bad   fair   good   awesome</u> metacognition.

Time Management – *on a scale of 1 to 5 (horrible to awesome)*

1 2 3 4 5   I use my 3:1 ratio wisely in my classes to get ready, review, and study

1 2 3 4 5   I regularly use "work" time to keep up and "study" time to connect and practice

1 2 3 4 5   I work in small, efficient "chunks" of time and take regular breaks

1 2 3 4 5   I avoid cramming or feeling rushed with my work most of the time

Overall so far in college I am <u>horrible   bad   fair   good   awesome</u> at time management.

Effective Learning Practices – *on a scale of 1 to 5 (horrible to awesome)*

1 2 3 4 5   I pay attention to my mistakes to check on the right answers

1 2 3 4 5   I pay attention to why I made mistakes so I avoid those habits or patterns

1 2 3 4 5   I regularly use TAs, office hrs, help sessions, or study groups for help or to check in

1 2 3 4 5   I study effectively with others to talk through difficult concepts and problems

1 2 3 4 5   I study effectively by myself to make sure I am learning independently

Overall so far in college I have <u>horrible   bad   fair   good   awesome</u> learning practices.

SQ3R – Survey, Question, Read, Recite Review

I could use some or all of this model to help me with: _____

Strategic Work & Study

I could use some or all of this model to help me with: _____

What kinds of studying have I been doing?	
PASSIVE	**ACTIVE**
Memorizing vocabulary	Comparing and contrasting vocab
Re-reading text(s)	Comparing & contrasting concepts
Summarizing text(s)	Elaborating on concepts' distinctiveness
Re-reading notes	Talking through facts, concepts, problems
Summarizing notes	Identifying patterns in questions/problems
Re-viewing problems	Re-attempting problems
Re-viewing mistakes	Reflecting on why/how of mistakes
Other(s)?	

What areas of growth or improvement possibilities do you see, based on your reflections so far?

What support or help do you need to accomplish this growth or improvement?

      Who can you enlist to help you?

      What can you ask them to do, & what will you need to commit to doing?

Study Time Planning & Management

3:1 ratio -- For each hour in class, you're supposed to spend about 3 hours outside... here's how:

- 1 hour getting ready for each class doing homework, reading, etc. Pre-read using S&Q.
- 1 hour (same day is best), actively reviewing the material. Compare notes & book, summarize main ideas, conclusions, important examples, connections, or confusions. Take the confusion to office hours to get sorted.
- 3-4 hours/week actively reviewing cumulative material. Summarize, connect, elaborate, compare. Write down and/or say out loud what you have learned, why it's important, and how it's confusing. Create a study guide as you go.

CHUNKING time

Spend 20-40 minutes focused on work.

> Set alarm, put away phone. Minimize distractions. Choose a task = to time.

Take a 5-7 minute break.

> Stand up or stretch. Drink water and have a snack. Check in socially.

Repeat.

Effective Learning Approaches   *Recognition → Understanding → Mastery & Application*

> Elaboration: How does this concept/topic/problem relate to others?
> Distinctiveness: How is this concept/topic/problem different from others?
> Personal: How can I relate this to my personal motivation/experience?
> Appropriate to Retrieval & Application: How am I expected to use or apply this?

To process information at a DEEP LEVEL…

Generate good questions: connections, compare/contrast, implications and significance, analyze

> Generate your own examples that tie ideas/material together

Draw a concept map showing nodes and links between information or ideas

Practice retrieving and using the information in the way the teacher expects (consider limited times)

> Practice recall without referring to notes (out loud helps!)
> Practice using the information   ← HUGELY IMPORTANT

SQ3R

> SQ3R: How It Works: http://www.youtube.com/watch?v=P2Gic5lU-5g&feature=related
> SQ3R: Why It Works: http://www.youtube.com/watch?v=8Ui2mpPDP7E

Survey the text book assignment before class to see where you'll be going

   Start with the conclusion, then introduction, headings, vocabulary, or graphics

Think about **Questions** you're supposedly going to be able to answer

   Type them up to create a combination reading map / study guide; keep those Qs in hand as you take class notes

Read the text, comparing it with your notes

   Use your Qs to quiz yourself (book closed!) section by section as you go

   Revise or add to list of **Questions** based on class material; figure out what if any Qs you need further help on

Recite what you know about each concept/problem; answer the **Questions**!

   This allows you to figure out what you DON'T know; ask professor/tutor to check Q list

Review by re-trying problems/**Questions;** focus on most difficult material

Homework & Getting Help

1. **Assess & Evaluate** -- skim all work, put check marks or question marks next to each problem.
2. **Attempt** -- try all the easy stuff first, then try the harder stuff with question marks
→ Use resources -- use your book and/or notes to try and figure out the harder stuff, but don't bang your head against a wall here
→ When you get stuck and stay stuck, write down WHY you are confused or WHAT you don't know or understand
3. **Strategic Intervention** -- with a classmate, peer tutor, or professor
→ Explain (RECITE from SQ3R) what you know and show WHY or WHAT you don't; get help based on specifics
→ Identify patterns of problems, and target specific help for concepts or applications that are troublesome
4. **Reflect, Re-Attempt, Review** -- try again on your own; are you doing it? did you find new stumbling blocks? Keep practicing the same problems until you get them right, and look for other challenging problems to attempt to help you get ready for exams. Figure out, write, and solve your own questions.

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