

Study Skills and Self-Regulation

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Time Frame 50 minutes

Essential Question(s)

How can students and teachers optimize self-productivity?

Summary

This professional learning session focuses on providing teachers with foundational knowledge and strategies they can use to promote student autonomy. Participants will explore research on best practices for self-regulated learning, analyze learner motivation, reflect on personal teaching styles, and generate strategies for promoting student autonomy.

Learning Goals

- Analyze best practices for self-regulation
- Generate strategies to promote and support student autonomy
- Reflect on personal teaching styles and current classroom structures in a place that empowers student responsibility

Attachments

- Best Practices Self-Regulation—Study Skills and Self-Regulation.pdf
- Honeycomb Harvest Study Skills—Study Skills and Self-Regulation.docx
- Honeycomb Harvest Study Skills—Study Skills and Self-Regulation.pdf
- Presentation Slides—Study Skills and Self-Regulation.pptx
- Window Notes for Self-Regulation—Study Skills and Self-Regulation.docx
- Window Notes for Self-Regulation—Study Skills and Self-Regulation.pdf

Materials

- Study Skills Honeycomb Harvest (attached; one per participant)
- Best Practices: Self-Regulated Learning Research Brief (attached; one per participant)
- *Study Skills and Strategies for Students in High School* by Stephen Strichart or other comparable study skills resource
- Window Notes for Self-Regulation (attached; one per participant)
- Presentation Slides (attached)
- Writing utensils
- Digital device
- Internet connection

5 minutes

Engage

Facilitator's Note: Preparation

Prior to beginning the professional development, prepare, gather, or print all materials needed for the participants to complete the various activities. All materials are found in the attachments and/or on the materials list.

Facilitator's Note: Mentimeter Prep

Link for the Mentimeter:
https://www.mentimeter.com/s/625125558624a0c2b99f179382a6ca4f/7a887f7ea59c/edit

Copy this presentation to your own account and update the link for your participants prior to facilitating the activity below. To do this, after entering the link above into your browser, select "Copy to your Account." Once in your account, choose "Share" to get a new link for your participants. Paste this new link into slide 6.

Use the attached **Presentation Slides** to follow along with this PD. Go over the essential question on **slide 3.** Briefly discuss the objectives on **slide 4.**

To begin, invite learners to use the Justified List strategy to determine the top reasons people study and the top reasons people do not study. Explain to learners that they will be choosing the top 3 reasons why people study and the top 3 reasons why people do not study from a given list of reasons. Display **slide 5** with the Reasons People Don't Study and Reasons People Do Study. Ask learners to decide what the top reasons are in both categories. Then, invite leaners to vote in the Mentimeter poll for what they think the top reason is for both lists. Move to **slide 6** with the Mentimeter information. Allow time for learners to access the Mentimeter and to vote.

Display the Mentimeter results as a ranked list. Encourage a whole group discussion about the results. Invite learners to share why they chose the reasons they did.

10 minutes

Explore

Move to **slide 7.** Distribute the Honeycomb Harvest activity via one of the following options:

- Distribute a copy of the attached **Study Skills Honeycomb Harvest** handout to each learner.
- Make the following link available to all learners: Study Skills Honeycomb Harvest activity. (This link, also on **slide 7**, provides a separate copy for each learner.)

Be sure learners can access the activity before moving on.

Introduce learners to the Honeycomb Harvest strategy. For this activity, the statements in the "honeycomb" hexagons describe various aspects of self-regulated learning.

Ask learners to look at the statements and consider their relationships with one another. Learners should arrange the hexagons on the page in any combination that makes sense. Hexagons that touch each other should be somehow related to each other.

After individual learners have sorted the hexagons, ask them to pair up with another participant to discuss differences and similarities in how their study skills are arranged. Invite learners to share their reasoning with partners, explaining why the hexagons are arranged as they are.

Have each pair (or volunteers if it's a very large session) share with the whole group something they sorted differently and summarize their discussion as partners.

Move to **slide 8.** After pairs or groups have shared out how they sorted the hexagons, ask them to consider this question: *How would the use of the strategies from the Honeycomb Harvest address the reasons why learners do or do not study?* Allow processing time, then ask for volunteers to share their answers to the question.

20 minutes

Explain

Pass out a copy of the **Best Practices: Self-Regulated Learning Research Brief** to each learner. (Alternatively, you could provide the link to the research brief and learners could complete the activity within Google Docs.) Move to **slide 9.** Explain to learners that as they read the provided research brief, they will be completing a CUS and Discuss strategy. Briefly review the CUS and Discuss strategy with learners.

- Circle references to strategies you saw in the Honeycomb Harvest activity
- Underline any concepts you feel you could apply in your classroom
- Star what stands out to you and that you would like to do but struggle to envision how to implement in your classroom

Allow ample time for learners to read the research brief and to complete the CUS and Discuss strategy.

15 minutes

Extend

Teacher's Note

This professional learning experience was created using the *Study Skills and Strategies for Students in High School* by Stephen S. Strichart, 5th ed. Any study skills and strategies resource/book may be used in place of this.

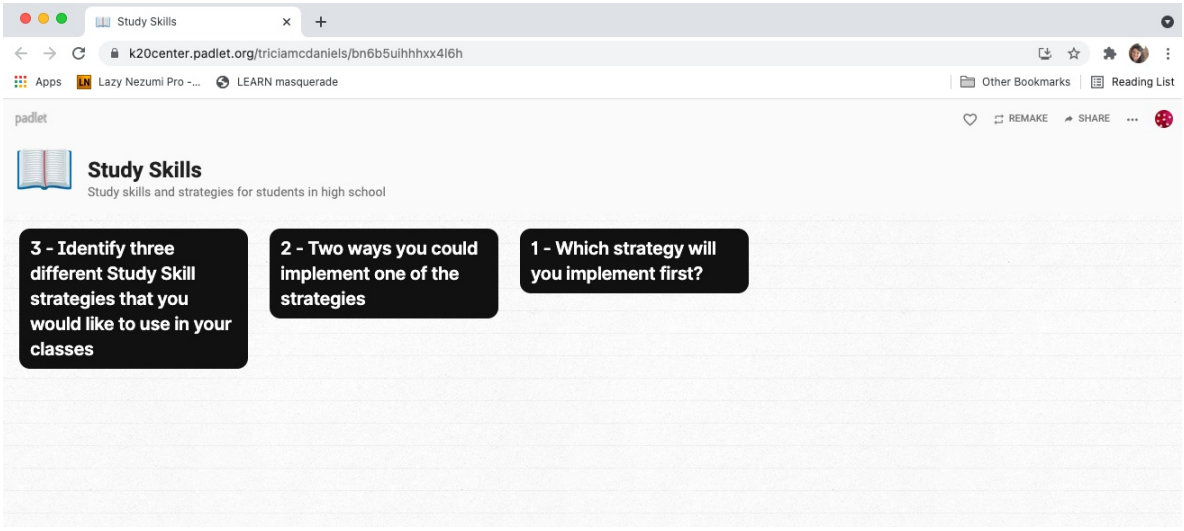
Invite learners to explore the resources in the *Study Skills and Strategies for Students in High School* book. Allow learners time to identify strategies that they may use in their classrooms.

Facilitator's Note: Padlet Prep

To prepare for this activity create a padlet with 3 columns (see image below).

Using Padlet, learners will complete a **3-2-1** strategy to discuss the study skills they have explored. Share **slide 10** and invite learners to go to the Padlet link or scan the QR code. Ask learners to answer the 3-2-1 prompts.

- 3 - Identify three different Study Skill strategies that you would like to use in your classes
- 2 - List two ways you could implement one of the strategies
- 1 - Answer the question "Which strategy will you implement first?"



Briefly review responses.

10 minutes

Evaluate

Pass out the **Window Notes for Self-Regulation** handout. (Alternatively, you could provide the link to the Window Notes for Self-Regulation handout, and learners could complete using Google Docs.) Move to **slide 11.** Briefly review the Window Notes strategy.

Share with learners that they will now reflect on all the new information they have learned and explore how they feel about the information learned in the previous activities. Invite learners to answer each prompt focusing on their main takeaways, feelings, and inspirations for the next steps.

Research Rationale

Read more about the research that guided this session in the attached Best Practices: Self-Regulated Learning Research Brief.

Resources

- Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools, 41*(5), 537-550.
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- K20 Center. (n.d.). Justified List. Strategies. https://learn.k20center.ou.edu/strategy/164
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- Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal, 31*(4), 845-862.
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