The Model of Strategic Learning is an emergent model that considers the variables that are most related to academic achievement and retention and are most amenable to academic intervention. Developed by Dr. Claire Ellen Weinstein, designer of the LASSI, the power of the model is the interactivity of the 4 components-(a) skill, (b) will, (c) self-regulation, and (d) academic environment.

**The Model of Strategic Learning**

**D) Requirements of the Current Learning Activity, Assignment, Test, or Course**

(A) **SKILL** - Knowing what to do and how to do it!
- Using learning strategies and skills
- Identifying important information for reaching learning goals
- Reading and listening comprehension
- Note-taking and note-using
- Preparing for and taking tests
- Using reasoning and problem-solving skills

(B) **WILL** - Wanting to do it!
- Setting, analyzing, and using goals
- Future time perspective
- Motivation for achievement
- Emotions and feelings about learning
- Beliefs
- Commitments to reaching goals
- Creating a positive mind-set toward learning
- Avoiding self-sabotaging thoughts and behaviors

(C) **SELF-REGULATION** – Self Management
- Time management/ dealing with procrastination
- Concentrating
- Comprehension
- Systematic approach to learning and accomplishing academic tasks (reflecting, brainstorming and creating a plan, selecting, implementing, monitoring, and formatively evaluating progress, modifying and evaluating outcomes)
- Coping with academic worry and anxiety
- Managing motivation for learning and achievement
- Managing commitment and intention

(D) **Available Resources**

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Learning Strategies

Here is a list of some of the learning strategies that we use in the Learning Center. Some of these have to do with skill development and others have to do with developing a student’s attitude and mindset toward academics.

**Skill Related**

- Reading
- Note-taking
- Exam Preparation
  - Question Charts
  - Bloom’s Taxonomy
- Post-Exam Review
- Memory Strategies

**Will Related**

- Setting SMART Goals
- Using Self-sabotaging vs. Self-supporting language
- Recognizing the qualities of an “A” student
- Developing Motivation
- Developing Self-efficacy

**Self-Regulation Related**

- Time Management Tools
- Organizational Techniques
- Taking Personal Responsibility
- Tracking Grades and Progress
- Self-testing

**Academic Environment**

- Talking to a Professor
- Utilizing Campus Resources
- Dealing with Exam Anxiety
Learning activities, and what we tend to remember after two weeks:

- Reading: 10%
- Listening (lectures, etc.): 20%
- Looking/seeing (viewing art, graphs, maps, etc.): 30%
- Seeing and hearing (movies; illustrated lectures; tours, field trips, on location to watch how something is done; demonstrations.): 50%
- Speaking (giving a talk; multi-media programs; group discussions): 70%
- Saying and doing (live practicing, dramatic presentations; simulations; tutoring): 90%

Engagement with what is learned:

- Passive learning
- Active learning

Cone of Learning adapted from Edgar Dale (1946)
The Academic Coaching Process

**Initial Phase: Relationship and Goal Setting**
- Establish Rapport with the student
- Create SMART Goals
- Create an action plan
- Set up the framework for future sessions and for student success

**Second Phase: Skills, Strategies, and Motivation**
- Check-in - Help student learn to monitor progress
- Build student skills --> delve into Learning Strategies
- Continuously revisit goals
- Cognitive restructuring of beliefs, goals, and struggles - building motivation through goals, successes, and supporting mindset
- Student must be willing to work outside the coaching session

**Final Phase: Ending Strong**
- Applaud progress made! Student should feel proud of their accomplishments
- Final GPA Calculation and Evaluation of progress towards semester goals
- How to end strong! Final encouragement boost for the semester, reinforce Learning Strategies
- Next steps - Appeal Letter process etc.
- Future goals - next semester? next year? senior year?
- Moving forward - getting the student ready to be successful on their own

**Continued monitoring of progress and encouragement boosters**