Helping Students Help Themselves: Inspiring Students to Become Strategic Learners

Samantha Palombizio, Northwestern CT Community College
Philip Burnham, Manchester Community College
To Do List

- What is Academic Coaching?
- What is the Model of Strategic Learning?
- Who is a Strategic Learner?
- What is Active Learning?
- What does the Coaching Process look like?
- Questions!
What is Academic Coaching?

• Partnership
• Specialized Support
• Self-Awareness
• Skills to Navigate the College Environment
The Model of Strategic Learning

(A) SKILL - Knowing what to do and how to do it!

(B) WILL – Wanting to do it!

(C) SELF-REGULATION – Self-Management

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

(D) Teacher Beliefs/Expectations

(D) Social Context/Support

(D) Available Resources

© Weinstein, C.E., 2008
Who is a Strategic Learner?

• Knows how to set goals and take responsibility for reaching those goals
• Actively manages his or her own learning and monitor’s progress
• Learns from mistakes, even when it is uncomfortable
• Uses effective and efficient strategies
Four Components to being a Successful Student

• Ask questions of new material and draw on prior knowledge
• Break down learning tasks into management parts
• Staying tuned into learning objectives and requirements of assignments
• Self-Test!
Cone of Learning adapted from Edgar Dale (1946)
Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate
The Initial Meeting

- Establish rapport
- Get to know strengths and weaknesses and identify area for improvement
- Set SMART Goals
- Set up the frame work for future session – Create an Action Plan
Second Phase

- Check-in!
- Develop skills
- Revisit and reevaluate goals
- Build self-efficacy and help student stay motivated
Final Phase

• Review the semester and evaluate progress
• Final encouragements!
• Future goals and moving forward!
Questions?