

Learning Strategies for Self-Regulation

“Helping Students Become More Self-Regulated learners” Dr. Myron Dembo, USC, STARS Workshop 3/8/2005

- **Motivation**

- How do I set goals?

- How can I deal with my emotions and moods?

- How can I use self-talk to motivate myself

- **Methods of learning**

- How can I improve my reading comprehension?

- How can I improve my note taking?

- How can I improve my study behavior?

- **Use of time**

- How can I improve my time management?

- How can I reduce my procrastination?

- **Control of physical environment**

- How can I improve my study environment?

- **Control of my social environment**

- How can I seek help from instructors and other students?

- **Control of performance**

- How can I learn to monitor and evaluate my own performance?

- How I can deal with test anxiety?

- How can I improve my test preparation skills?

Use of Question Strategy for Instructors

1. In small groups or during direct instruction, students can discuss the questions they generated and answered.
2. Instructors can begin class by asking students what questions they generated from the readings or notes.
3. Instructors can encourage use of higher level questions.
4. Instructors can ask students to generate questions when watching films.
5. The strategy is useful when reviewing material covered in previous classes.

Procedures for Note Taking,

Before the Lecture

1. Complete assigned readings before class.
2. Review notes from the previous class.
3. Bring all necessary materials (notebook, pen, handouts). Prepare at least 20 sheets of note paper in the following format: Draw a line down a sheet of paper allowing for a 3-inch margin on the left-hand side of the page. Write lecture notes in the wide right-hand column and reserve the 3- inch margin for questions derived from the lecture notes.
4. Sit in the front of the room, if possible.
5. Date and number each day's notes.

During the Lecture

1. Listen carefully to the instructor and take notes that focus on main ideas and supporting details. Be alert for signals that indicate the importance of information.
2. Condense the main ideas and supporting details into short phrases or
3. sentences using abbreviations whenever possible.
4. Use an indenting form for writing notes. Start main points at the margin and indent secondary ideas and supporting details. Further indent material that is subordinate to secondary points.
5. When the instructor moves to another idea or topic, show this shift by
6. skipping two lines

After the Lecture

1. Add any important information you remember the instructor saying but you didn't write down.
2. Locate information you didn't understand in the lecture from the instructor, another student, and/or textbook.
3. Play a form of academic Jeopardy and think about notes as answers to questions. Shortly after class, read the notes over carefully. Write the questions that the notes answer in the left-hand column of your note paper.
4. Once a question has been identified, return to the lecture-note text and underline a key term or phrase that triggers an answer to the question.
5. Read the key terms or phrases to verify that they help you recall the information in the notes. If the key terms or phrases trigger only partial answers to the questions, underline more information.
6. Cover the notes with a blank sheet of paper and attempt to answer questions.

Procedures for Learning From Textbooks

Before Reading

1. Preview the book for learning aids.
2. Survey the assignment before each reading session.
3. Read questions at the beginning or end of each chapter or study guide that may accompany your textbook, or that are provided by your instructors.

During Reading Each Passage or Section

1. As you begin reading, think of the text as a conversation between the author and yourself. Ask the following questions: "What is the author trying to tell me?" "Which sentences state the main idea?"
2. Turn the headings in a textbook into questions and answer them. If there are no heads, write questions in the margin of the textbook.
3. Underline the answers to your questions and annotate the textbook.

After Reading Each Passage or Section

1. Answer out loud the questions that you generated from the headings, printed in your textbook, and given by your instructor.
2. After you have underlined the material, reread questions to check whether underlining provides sufficient clues to answer questions. If necessary, make modifications in underlining.
3. Check your understanding of the material you read by attempting to answer the questions.
4. Consider summarizing, outlining, or representing the material.

From Dembo, M. (2004). *Motivation and Learning Strategies for College Success: A Self-Management Approach* (2nd ed.). Mahwah, NJ: Erlbaum