Strategies for Learning

Description

Students will be learning about strategies to learn and study better, as well as increasing their knowledge surrounding levels of learning. Bloom's Revised Taxonomy will be briefly presented, and students will break into small groups to discuss a learning strategy before teaching it to the class. Large group debrief questions will follow, resulting in a lesson focused on both the structure and strategies of college-level learning and studying.

Learning Outcomes
- Understand Bloom's Revised Taxonomy by discussing and practicing different levels of learning
- Apply a new study strategy within their current curriculum and study plan
- Contribute to a group presentation on a strategy for learning in college

Connection to Intended Course Outcomes/Class Objectives
- Self-efficacy – Your belief in your ability to achieve your goals
- Self-awareness – Your understanding of your personal strengths, learning styles, learning habits, and thinking patterns
- Sense of purpose – Development or strengthening of long-term goals and understanding of how to get there; ability to make connections between what you're learning and your future goals.
- Actively engaged – active involvement of time and energy invested in your college experience—both inside and outside the classroom.

Preparation, Materials & Facilitators
- PowerPoint
- Handouts - 3 copies of each strategy (each student in the group should receive a handout for their strategy) - *recommend that you upload all strategies to e-Campus for accessibility*

Peer Mentor Role (suggested)
- Encourage peer mentor to "float" during group discussions and provide groups examples, help answer questions, and ask for more detailed responses.
- Lead ending debrief questions

Overview of Time (Total time: 50 minutes)
- Introduction – 15 minutes
- Activity: Students Teaching Students - 20 minutes
- Debrief - 10 minutes
- Closing - 5 minutes

Facilitator Instructions
- Text in regular front are talking points and should be read out loud to students.
- Text in italics are notes for the instructor and should NOT be read out loud to students.

- Text in bold are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.

Introduction	
Talking Points 3 minutes	Howdy! Today, we are going to begin with a relevant question for freshman: **What's the difference between learning and studying?** *Give students a few seconds to think before discussing full group. You do not need to decide on differences or give definitions. Today's lesson will help uncover the difference.*
Activity 8 minutes **Materials** PowerPoint	*Show students Bloom's Revised Taxonomy on the PowerPoint slide and silently review.* This pyramid represents a hierarchy of levels of thinking skills. **What levels do you use when you're in learning-mode?** **What levels would you use when you're in study-mode?** *Answer these questions full group.*
Debrief 3 minutes	*Ask full group:* **Why is there a difference between your learning and studying?**
Transition 1 minute	Today, we will add to your toolbox a few new learning strategies to help you study better.

Activity - Students Teaching Students

Talking Points
2 minutes
	In small groups of 3 students, you each will receive a handout that explains a tried and true learning strategy. It is the goal of your group to discuss:
	    1) How this strategy could be useful
	    2) Recommendations for using the strategy
	Before teaching it to the class. You will have 10 minutes to discuss as a group, then 2 minutes to present to the class in which everyone in your group should contribute.
	
	Students will create a groups of 3 students (one group may have more or less). You're welcome to randomly assign groups.

Activity
10 minutes - group time
 	
16-18 minutes - presentation
 	
Materials
Strategy handout for each student
	Pass out strategy handouts to students. Each student should have their own handout for their group strategy.
	  ● Handouts - learning strategies:
	    ○ Study Cycle
	    ○ SQ3R
	    ○ Concept Maps
	    ○ Studying Different Subjects
	    ○ Five Day Study Plan
	    ○ Cornell Notes
	    ○ Exams as a Tool
	    ○ Successful Students Do What?
	
	You're welcome to use only a few strategies and multiple groups will present on the same strategy; or you can assign each strategy to a different group.
	
	After 10 minutes, groups will have 2 minutes each to present. Time them so you do not run over time. Each student should contribute, even briefly.
	
	Now you'll have exactly (set a timer) 2 minutes to present on why we should use that strategy - go!

Debrief 10 minutes	Each one of these learning strategies could be an asset to you as you embark on your college journey, work hard to earn good grades, and prioritize learning. *Choose as many debrief questions as time allows.* **Was there any strategy that resonated with you, especially if you hadn't thought of using it before today?** **What are some ways you could modify your current study strategies with what you learned today?** **Thinking about your semester so far, how might these strategies have helped you on your first round of exams?** **If you could have a conversation with your high school self, which strategy would you recommend you learn before coming to college?**
Closing 5 minutes	*Any closing announcements, etc.* Have a great week! Use those learning strategies!