


# **LSIS Research Conference 2012: LSIS Research Development Fellowships**

Workshop 8: Supporting Students

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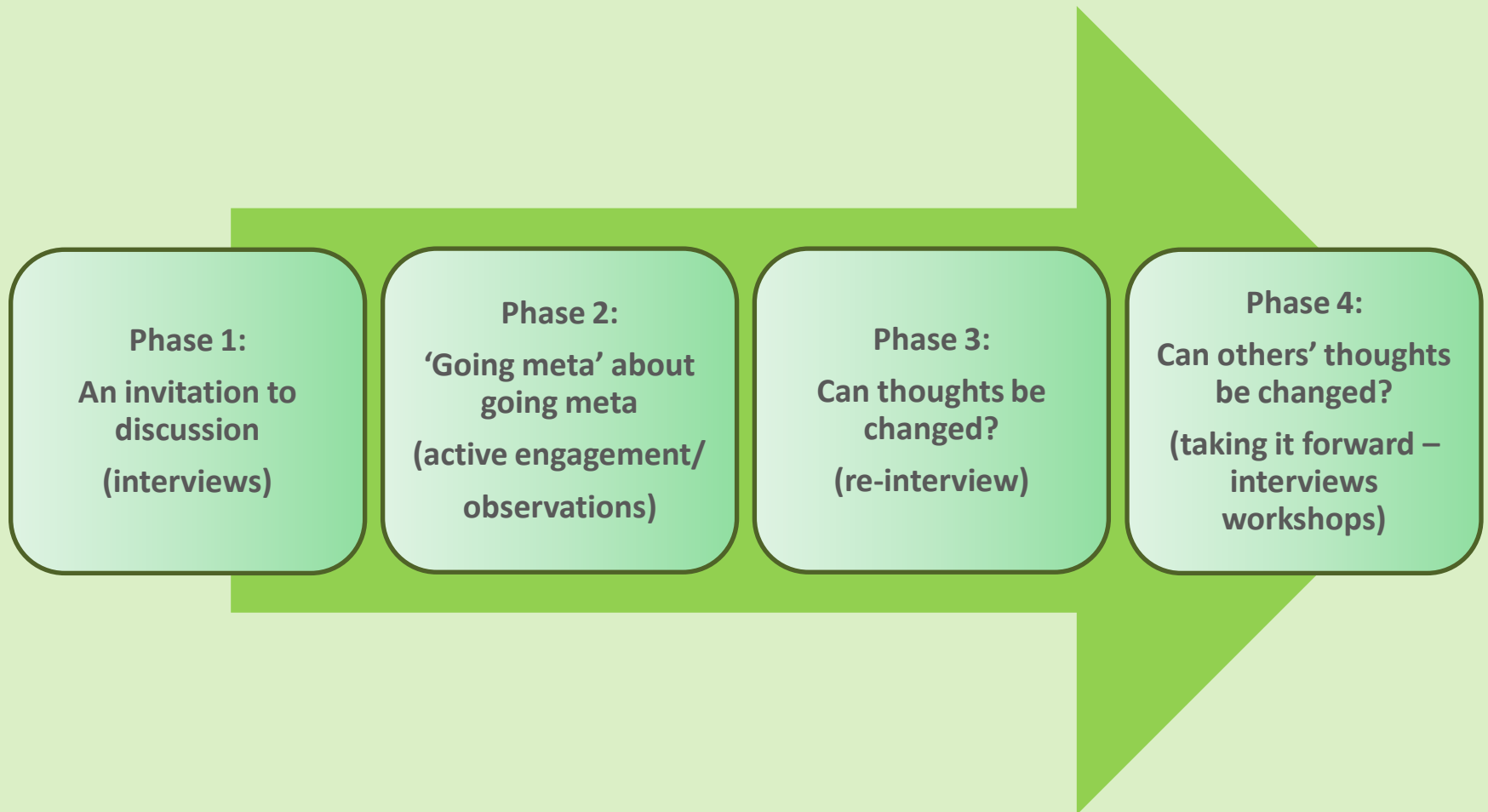
# Context



Self Regulated  
Learning ,  
What's that all  
about Miss?

1. Do students really understand what is meant by independent learning?
2. Do students effectively engage in self regulated learning strategies? (the skills crucial for effective independent learning)
3. What are students actually doing outside of the classroom in regards to revision for exams?
4. Can students become more effective independent learners if they engage in a programme that requires them to actually think and discuss learning and those essential learning strategies?

# What I did and how I did it



# What I found..

- The language of learning needs clarification
- Students WANT to be taught exactly how to learn outside of the classroom effectively. They need guidance on HOW to use self-regulated learning strategies effectively
- Producing a toolkit for use by other students on how to learn effectively enthused the those involved in the project.
- It helped to change their passive approach to learning into a more proactive one

# Recommendations – what you can do

- Don't assume all students know how to learn
- Agree on the language of learning
- Start a project about 'learning to learn'; teach students the skills needed to set targets and reflect
- Encourage peer learning outside of the classroom from the start of the year
- Build self reflection into lessons throughout the year

**An idea - Create a toolkit at the end of each topic**



# Taking it forward - the impact of the project in our college

- **Staff development** – working with students we will be running a staff development session on what we found. It is hoped that issues that have been highlighted (language, explicit teaching of the strategies) can then be built into their curriculum planning.
- **Visual displays** – SMT are very keen to have visual displays in our learning areas that tell students exactly what independent learning is and provide tips on how it can be done more effectively
- **Pilot ideas in departmental areas** – SMT are keen that some specific recommendations are piloted in departments
  - e.g. building into the induction phase sessions on the 'language of learning'; 'importance of peer learning'; 'writing targets and goals'; how to use the specification (for students) for revision

**Any questions?**

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