

# Approaches to learning



**Visible Teaching4Performance**

**STT/L event ( blended mobility of school learners)**

**Portugal 20th-24th March 2019**

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Erasmus+**

# Self-Assessment of Self-Regulated Learning Skills



Students aren't going to learn how to be good learners unless they are engaged in activities and discussions about how they perceive themselves as learners.

Students need to find out what approaches are working and not working for their learning.



# Here are 21 statements to make you start thinking about **how you think** and think about **how you learn**.



- Read the statements and mark to what extent you agree or disagree ( paper version)

google form version:

<https://goo.gl/forms/8Nvpn5c7p59dZHtJ2>

- Complete the grid with the name of the approach
- Reflect on the approach you have to learning according to the answers.



<b>Instructions:</b> Read each statement and ✓ the column descriptor you feel best represents how you learn.	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
<h2>Approach:</h2>				
I find I have to concentrate on just memorizing a good deal of what I have to learn.				
I am not really sure what's important in lectures, so I try to get down all I can.				
I tend to read very little beyond what is actually required to pass.				
I concentrate on learning just those bits of information that I have to know to pass.				
I like to be told precisely what to do in essays or other assignments.				
I often seem to panic if I get behind in my work.				
Often I find myself wondering whether the work I am doing here is really worthwhile.				

## Approach:

I think I am quite systematic and organized when it comes to studying for exams.

I am pretty good at getting down to work whenever I need to.

I organize my study time carefully to make the best use of it.

Before starting work on an assignment or exam question, I think first how best to tackle it.

I look carefully at my instructor's comments on course work to see how to get higher marks the next time.

I put a lot of effort into studying because I am determined to do well.

When I have finished a piece of work, I check it through to see if it really meets requirements.

## Approach:

When I am reading I stop from time to time to reflect on what I am trying to learn from it.

When I am working on a new topic, I try to see in my own mind how all the ideas fit together.

Often I find myself questioning things I hear in lectures or read in books.

Some of the ideas I come across on the course I find really gripping.

I usually set out to understand for myself the meaning of what we have to learn.

I like to play around with ideas of my own even if they don't get me far.

It is important for me to be able to follow the argument, or to see the reason behind things.



- Ideally we hope that students use **deep approaches** to learn rather than **surface approaches**.
- **Strategic approaches** are somewhere in between the two but don't really result in longer term and meaningful learning.
- What can help develop a deep approach to learning?



Thank you for attention !

VT4P 2017-1-PL01-KA219-038284\_1

