

# Learning Strategies



**MOVING LEARNING  
SCIENCES RESEARCH  
INTO THE CLASSROOM**

## DESCRIPTION

Learning strategies are the intentional use of one or more cognitive processes to accomplish a particular learning task. Tools and capabilities can be used to apply learning strategies appropriately and consistently. Research indicates that learners need to be able to determine the appropriate way of cognitively processing the material to be learned (Ormrod, 2012).

Research shows that learners who can apply learning strategies effectively

- Are less likely to drop out of online courses
- Are more likely to increase levels of self-efficacy
- May increase their levels of comprehension
- May improve their test scores
- May improve their GPA

Issues arise because learners do not always know

- How to apply a learning strategy
- What learning strategy to apply
- When to apply the learning strategy

The Learning Strategies LDP presents research by Ormrod; Lee, Choi, & Kim; Mueller & Oppenheimer, and others to illustrate seven specific learning strategies that may have an impact on learners, discussing when and how these strategies can be applied in a digital environment.

## CAPABILITIES

- Instruction: Multimedia active reading
- Cognitive Tools: Annotating/highlighting
- Cognitive Tools: Flashcard and concept map creation
- Assessment: Open ended assignment (single step)

## SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Digital calendaring, concept maps, and constructed flashcards
- Simple Technology: Highlighting, notetaking, underlining
- Content Support: Objectives, content headings, key terms/vocabulary



**Pearson**

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## SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
<b>Definition</b>	<p>  Strong encouragement of multiple strategy use by learners during the educational process</p> <p>  Strong use of appropriate tools and capabilities to support learning strategies</p>	<p>  Some encouragement of multiple strategy use by learners during the educational process</p> <p>  Some use of appropriate tools and capabilities to support learning strategies</p>	<p>  Poor encouragement of multiple strategy use by learners during the educational process</p> <p>  Poor use of appropriate tools and capabilities to support learning strategies</p>	<p>  Does NOT use effectively or is not a related activity</p>	= ____
<b>Model</b>	<p>  Strong consideration of information processes through information processing theory (IPT) theory</p> <ul style="list-style-type: none"> <li>• Sensory memory</li> <li>• Working memory</li> <li>• Long-term memory</li> </ul> <p>  Strong support for self-regulated learning (SRL) processes</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring</li> <li>• Regulating</li> <li>• Reflecting</li> </ul>	<p>  Some consideration of information processes through IPT theory</p> <ul style="list-style-type: none"> <li>• Sensory memory</li> <li>• Working memory</li> <li>• Long-term memory</li> </ul> <p>  Some support for SRL processes</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring</li> <li>• Regulating</li> <li>• Reflecting</li> </ul>	<p>  Poor consideration of information processes through IPT theory</p> <ul style="list-style-type: none"> <li>• Sensory memory</li> <li>• Working memory</li> <li>• Long-term memory</li> </ul> <p>  Poor support for SRL processes</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring</li> <li>• Regulating</li> <li>• Reflecting</li> </ul>	<p>  Does NOT use effectively or is not a related activity</p>	= ____
<b>Design</b>	<p>  Strong use of scaffolding to align learner capabilities with activities</p> <p>  Strong incorporation of learning strategy opportunities across activities</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Elaboration</li> <li>• Note taking</li> <li>• Identifying information</li> <li>• Summarizing</li> <li>• Comprehension monitoring</li> <li>• Mnemonics</li> </ul> <p>  Strong use of writing prompts to facilitate strategy use</p> <p>  Strong use of scheduling to facilitate time management</p>	<p>  Some use of scaffolding to align learner capabilities with activities</p> <p>  Some incorporation of learning strategy opportunities across activities</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Elaboration</li> <li>• Note taking</li> <li>• Identifying information</li> <li>• Summarizing</li> <li>• Comprehension monitoring</li> <li>• Mnemonics</li> </ul> <p>  Some use of writing prompts to facilitate strategy use</p> <p>  Some use of scheduling to facilitate time management</p>	<p>  Poor use of scaffolding to align learner capabilities with activities</p> <p>  Poor incorporation of learning strategy opportunities across activities</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Elaboration</li> <li>• Note taking</li> <li>• Identifying information</li> <li>• Summarizing</li> <li>• Comprehension monitoring</li> <li>• Mnemonics</li> </ul> <p>  Poor use of writing prompts to facilitate strategy use</p> <p>  Poor use of scheduling to facilitate time management</p>	<p>  Does NOT use effectively or is not a related activity</p>	= ____
<b>Assessment</b>	<p>  Strong alignment between learning design, learning strategy expectations, and assessments</p> <p>  Strong use of learners' strategy artifacts as part of performance assessment, feedback, and remediation</p>	<p>  Some alignment between learning design, learning strategy expectations, and assessments</p> <p>  Some use of learners' strategy artifacts as part of performance assessment, feedback, and remediation</p>	<p>  Poor alignment between learning design, learning strategy expectations, and assessments</p> <p>  Poor use of learners' strategy artifacts as part of performance assessment, feedback, and remediation</p>	<p>  Does NOT use effectively or is not a related activity</p>	= ____