

Spring 2015

## Week Six: Chapter 7 Reading Guide

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## Chapter 7 Reading Guide

1. What metacognitive process skills do students need to know in order to become self-directed learners? pp. 192-193
2. Instead of telling students to “read the assignment carefully,” what can an instructor do to assist students in learning how to assess tasks? pp. 194-195, pp. 204-206
3. Given that weaker students are less able to assess their abilities than stronger students, what can instructors do to help students acquire the ability to accurately assess strengths and weaknesses? pp. 195-196, p. 206
4. What planning-related problems do novice learners have? What do students need to be taught to do in order to address these problems? p. 197, pp. 207-208
5. What teaching strategies help students learn to self-monitor? pp. 197-199, pp. 208-210
6. What can instructors do to help students adjust their learning approach? pp. 199-200, pp. 210-212
7. What can instructors do to address students’ inaccurate beliefs about intelligence and learning? pp. 200-202, pp. 212-213

### Think It Over

Do you teach any of the metacognitive process skills listed on pages 192-193? If so, why/how do you teach them? If not, should you teach them? If they should be taught—“but not in my course”—where in the “core curriculum” should they be taught?

Would any of the strategies related to monitoring performance on pages 208-210 help you monitor your performance as a teacher? Explain.

Of the strategies for helping students learn to adjust their approaches on pages 210-211, which are most germane to your discipline? How do you implement it/them?

Which ideas in Chapter 7 surprised you the most? Which *one* was most critical to your understanding of how to help students become self-directed learners? Why?