

VIRTUAL LEARNING IN HIGHER EDUCATION

Module - LEARNING STRATEGIES

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Erasmus Multilateral Virtual Campuses project

TEACAMP - TEACHER VIRTUAL CAMPUS: RESEARCH, PRACTICE, APPLY

502102-LLP-1-2009-1-LT-ERASMUS-EVC

Specific learning objectives

Part 1. Week 1.

- to be able to explain multiple intelligence theory by Howard Gardner
- to be able to explain learning strategies

Part 2. Week 2.

- to be able to identify and apply online resources in order to implement learning strategies online
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Learning strategies

- Defined as “*behaviors and thoughts in which a learner engages and which are intended to influence the learner’s encoding process*” (Weinstein, Mayer, 1983)
- The goal of the learning strategy is “*to affect the way in which the learner selects, acquires, organizes, or integrates new knowledge*” (Weinstein, Mayer, 1983)

Features of learning strategies

- teacher/ learner generated (Oxford)
 - enhance learning/help develop competence (Oxford)
 - allow learners to become more self-directed (Oxford)
 - help learners to remember, to think and to motivate themselves (Weinstein, Mayer)
 - problem-oriented (Oxford)
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Features of learning strategies

- support learning directly and indirectly
- often conscious
- flexible
- influenced by a variety of factors
- involve many aspects of the learner (not only cognitive)

Learning strategies are characterized as being

- individual learning *pathways*
- *specific actions, behaviours, steps, or techniques* that students (often intentionally) use to improve their progress
- *special thoughts and behaviours* used to comprehend, learn and retain new information and skills
- conscious or potentially conscious learner's *attempts* to learn
- *tools* that enable learner active engagement in the learning process
- consciously chosen learning *processes* to make learning more efficient, enjoyable and easier

Major categories of learning strategies

(Weinstein, Mayer, 1983)

- Rehearsal strategies (copying, underlining, highlighting)
- Elaboration strategies (summarizing, paraphrasing)
- Organizational strategies (outlining, creating)
- Comprehension monitoring strategies (checking for comprehension failures)
<http://www.newhorizons.org/strategies/understanding/unger.htm>
- Affective strategies (alerting/ relaxing)

Helpful strategies

- **Cognitive**
- **Memory**
- **Compensation**
- **Metacognitive**
- **Affective**
- **Social**

» R. Oxford (1990)

Cognitive strategies

- forming and revising internal mental models
- analysing and reasoning
- creating structure for input and output
- Social – cognitive theories of learning (Bandura, introduction to the theory

http://www.youtube.com/watch?v=_yTxm1KEGeE&feature=related)

Examples:

- <http://www.newhorizons.org/strategies/thinking/costa2.htm>
- Mindmapping (readings
http://www.newhorizons.org/strategies/graphic_tools/margulies_2.htm)

- Clustering and concept mapping

http://www.newhorizons.org/strategies/graphic_tools/dickinson_graphic.htm

Memory strategies

- aid in entering information into long-term memory and retrieving information when needed
- increase one's awareness of his/her own memory abilities (strengths and weaknesses)
- offset the tendency to forget things

How do you try to remember?

- Do you use associations?
 - Sound associations?
 - Spelling associations?
 - Visual associations?
- Do you group the words/ phenomena?

Memory games <http://www.mathsisfun.com/games/memory/index.html>

Memory strategies

- Creating mental linkages
 - association strategies
 - clustering strategies
 - grouping
 - Reciting and spacing reviews
 - Using mechanical techniques (again, mindmapping
http://www.newhorizons.org/strategies/graphic_tools/margulies_2.htm)
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Compensation strategies

- needed to overcome any gaps in knowledge
 - Guessing intelligently
 - using linguistic clues
 - using other clues

Thinking skills at

<http://www.newhorizons.org/strategies/thinking/costa2.htm>

Compensation Strategies

- Overcoming limitations in speaking and writing
 - Getting help
 - Switching to the mother tongue
 - Using mime or gesture
 - Avoiding communication
 - Using circumlocution or synonym

Metacognitive strategies

- help learners exercise 'executive control' through
 - focusing
 - planning /arranging
 - focusing evaluating their own learning
- “thinking about thinking” - refer to the awareness and control students have of their cognitive processes

Social strategies

- facilitate interaction with others, often in a discourse situation
 - asking questions
 - cooperating with others
 - empathizing with others
 - Social learning (Bandura, video <http://www.youtube.com/watch?v=S25-VMv-JFU&feature=related>)

Affective strategies

- enable learners to control feelings, motivations, and attitudes related to subject learning
 - lowering your anxiety
 - encouraging yourself
 - taking your emotional temperature down
 - Engaging learning (Bandura video)

http://www.youtube.com/watch?v=OMBlwjEoyj4&feature=PlayList&p=E300AE1BBD9AD2EB&playnext_from=PL&playnext=1&index=19

Example: Why not using arts in education?

http://www.newhorizons.org/strategies/arts/dickinson_lrnarts.htm

Case example: *orchestrated* language learning strategies (by Rebeca Oxford)

Factors influencing the choice of learning strategies:

- Motivation
- Gender
- Cultural background
- Attitudes and beliefs
- Type of tasks
- Age
- Learning style
- Tolerance and ambiguity

Paper provided in reading resources at TeaCamp Moodle.

Your path for most effective learning is through knowing

- Yourself
- Your capacity to learn
- The process you have successfully used in the past
- Interest, and knowledge of, the subject you wish to learn

Learner's role

- To create one's own learning strategy
 - To monitor one's own learning
 - To control suitable learning environment
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Activity 2

1. Reading resources

- <http://tip.psychology.org/strategy.html>
- Claire Weinstein, Richard E. Mayer (1983). The Teaching of Learning Strategies.
- Rebecca Oxford (1990). Language Learning Strategies: An Update (pdf. format)
- Optional reading resources;
 - http://www.newhorizons.org/strategies/arts/front_arts.htm
 - Learning strategy classification based on cognitive domains
<http://www.nwlink.com/~donclark/hrd/strategy.html>

2. Searching and analysing online resources to realize learning strategies

3. Preparing learning scenario for national groups using multiple intelligence theory by Howard Gardener and online resources

Activity 2 output

Step 1. National groups

- Discuss particularities of learning strategy in virtual learning (face to face or online at discussion forum within your national group). What kind of learning strategies would you employ most often? Find and identify which online tools could be used for various learning strategies in virtually studies.

Step 2. International discussion forum

- Each national group presents group work result at international discussion forum.
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Thank you

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