University of Victoria, Faculty of Education
Department of Educational Psychology & Leadership Studies

ED-D 101/A01 Learning Strategies for University Success (1.5 Units)
SAMPLE SYLLABUS

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- **All instructional materials including readings, schedule, and lab instructor information can be found in the Course Website** http://coursespaces.uvic.ca

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Includes a Lecture (1.5 hours) & Lab (1.5 hours) each week

ED-D101 Calendar Description

An examination of learning behaviours and motivations to improve academic success. Introduces educational psychology theories, principles and research with a focus on self-regulation - the science of strategic, reflective, and adaptive learning. Students are required to master knowledge and apply concepts related to learning, motivation, collaboration, academic performance, and procrastination. Taken as an elective course by students across almost all faculties on campus. Computers are used extensively for applied lab work and assignments.

Required Materials and Readings

REQUIRED READINGS can be accessed from the main coursepaces page.

Students are required to sign into and prepare a personal copy of https://www.mystudylife.com An alternative online tool can be substituted with permission from the instructor. We will use this throughout the class for assignments and activities!

Course Description: Becoming A Self-Regulated Learner

This is an educational psychology course. Theories of self-regulated learning focus on monitoring and controlling: academic thinking, behaviour, motivation, and emotion. This course teaches the theory and practice of self-regulated learning augmenting conceptual knowledge with guided opportunities to apply SRL to conquer challenges encountered in your university courses.

Instructors draw on diverse professional, personal, academic, and research experiences. We are committed and passionate about supporting and researching undergraduate learning through ED-D101. We introduce learning technologies and current research about effective and efficient learning for success at university.
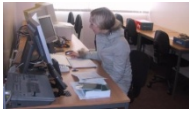
ED-D101 is a living research laboratory. You will research yourself to figure out how to improve, regulate, and optimize your learning. You will also be asked to share your learning (data) for research about student learning. By participating in informal and formal research about learning, you will be fulfilling the University of Victoria's strategic plan and sharing your learning processes and insights with future ED-D101 students, researchers, and university instructors who strive to help students succeed at university.

WARNING: Do you think this is an EASY credit or GPA booster STOP – This course might not meet your expectations. Learning to improve learning is an *effortful process*. ED-D101 requires you to (a) master course concepts, theories and research, (b) apply concepts weekly, and (c) make changes in your non-ED-D101 courses. *The average in ED-D101 is usually 68-70%. Grades range from19-93%.*

Learning Objectives: *Successful engagement in this course will enable you to...*

- *Read, understand, apply contemporary theory & research about learning, motivation, study skills & SRL*
- *Self-regulate learning through goal setting and planning*
- *Diagnose academic difficulties and solutions*
- *Choose and use strategies that are aligned with the task AND your goals, strengths, and weaknesses*
- *Evaluate the effectiveness of strategies for regulating time management, procrastination, motivation, memory, attention, reading, notetaking and studying*
- *Monitor and track patterns in your own studying and performance*
- *Construct effective strategies for working effectively and efficiently in teams*
- *Take control and responsibility for your learning success and experiences*

Why do we have LECTURES?

1.5 hrs per week

- **YOU NEED TO KNOW IT**
- In-depth introduction to concepts you need to know
- Theory, research, examples
- Critical foundation for your SRL practice (making it work for you)_
- You have to know the concepts to apply them. Relying on "common sense" will fail you in this course.
- How: Take brief written notes and engage in discussions and activities.
- Lecture slides available AFTER the lecture synthesis activity closes at midnight after the lecture.
- Computers and digital devices will be restricted to one area of the lecture hall.

Why do we have LABS?

1.5 hrs per week

- **YOU NEED TO DO IT**
- Moving from thinking/knowing to doing--why you are taking EDD101
- Self-assess, discuss, apply, monitor & evaluate personalized strategies for improving your learningAttendance and activities are required.
- Lab work uses computers and course spaces as well as face-to-face discussion and problem solving.
  During lab make the activities count for you. Apply them in meaningful ways to your other academic courses. If you don't know why you are doing something or how it can help you, ASK

Assignment and Activities

My SRL Knowledge (35%)	My SRL Practice (30%)	My Personal Responsibility (15%)	My SRL Advice Column (20%)
•Lecture Synthesis 10 marks •Final Exam (25 marks) •Collaborative Midterms (NA)	•My SRL Self Assessments (10 marks) •My SRL Profile (10 marks) •My SRL Change report (10 marks)	•Completing activities •Attendance/engagement •Preparation & Initiative •Peer support & collaboration	•5 posts sharing SRL strategies with others. Note these must be grounded in your experience in the last 6 weeks

MY SRL KNOWLEDGE (35% of mark)

(a) Weekly Lecture Synthesis Activities – (10 marks)
Every Monday by 11:59pm
WHY: (a) encourage you to participate, engage, and take meaningful notes in lectures, (b) provide a way for you to self-evaluate listening and notetaking strategies used during lecture, (c) reward students who come to lecture and engage. These are easier than typical exam questions but they will create opportunities for you to review and synthesize learning from the lecture THE SAME DAY. *Note: Lecture notes/slides will not be available to students until the lecture synthesis activity has closed.* They will take 5-10 minutes to complete online. You are expected to complete ALL lecture synthesis activities. No exceptions will be made for classes that are missed. If you are home sick, you should try them anyway.
Grading: Each lecture synthesis activity will be marked out of 2 with 0 = incomplete or submitted after 11:59pm. If you were in class and engaged, these should be quite easy. A total of 5 (randomly selected) lecture synthesis activities will be chosen to comprise your grade over the semester.

(b) Final Exam (25 marks)
During exam period
WHY: test that you have mastered course concepts. The final exam is required for all students. **DO NOT BOOK ANY TRAVEL** until the final exam schedule is published**. If you miss the final exam, you will automatically fail the course.** Consist of multiple-choice questions and scenarios assessing: understanding, connecting and extending.

(c) Collaborative Midterm Exams (practice for final exam + counts toward personal responsibility mark)
During Lab: Week 5 and Week 10 WHY: To help you prepare for the final exam (same types of questions as exam). Participation counts toward personal responsibility mark. They will be completed during lab time. You will discuss/negotiate and submit answers online using a text-based chat tool. They will self-grade so you will get feedback about correct and incorrect answers and have a chance to correct them during the session. You will be guided to prepare, plan for and reflect on the process for each test. If you are NOT in lab, you will not have the chance to do them. It's a one-time opportunity! After the exam you will have access to your text based group chat discussions but not the test itself.

Important Study Tips for Exams
Exams will require you to know, understand AND apply course concepts
- Questions will be multiple-choice (don't be fooled – these are not recognition questions).
- Questions will you to demonstrate: **(a) UNDERSTANDING course concepts, (b) CONNECTING course concepts and processes, and (c) EXTENDING/applying course concepts.** (equal balance across question types)
- You need to know: lectures, assigned readings, lab activities and resources, and Collaborative Midterm exam..
- Look again at the course syllabus when you are preparing because we have been explicit about what we value in student learning and what we want you to know and be able to do by the end of the course.
- The lectures and labs give you a focus for the content. The weekly readings elaborate and provide more explanation to help you better understand those ideas.

My SRL PRACTICE (30%)

Part A & B will be completed during lab time over the first 6 weeks of the course. Part C will be completed by you outside of class time.

(a) My SRL Self-assessment – (10 marks)
Due: Week 5 An easy 10 marks earned during weekly lab time. During the first 6 weeks of lab, you will do a series of self-assessments to collect data about your own strengths and weaknesses. Completing the self-assessments during lab time and on schedule will help you to actively engage with course concepts and to discuss and review areas of strength that you can leverage to compensate for or develop your areas of weakness.

(b) My SRL Profile – (10 marks)
Due: Week 6
Review, synthesize, and reflect on data you have collected about yourself. Weekly discussion in lab will help you to construct this SRL profile. The SRL profile creates an opportunity to draw on data from your weekly self assessments and weekly My Planners to review and summarize your strengths and weaknesses in terms of engagement, SRL, motivation, anxiety, emotion regulation, procrastination, time management, task understanding, goal setting, etc. Summarize and present a profile of YOU. The assignment will conclude with an SRL change plan in which you will choose to tackle/change one problem over the remaining part of the semester in terms of: (a) behavior/s, (b) thinking, (c) motivation, or (d) emotions/affect. You will be marked on; (a) accuracy and relevance of the profile you construct with respect to the data you collected about yourself, (b) explicitness of your target area for change, and (c) justification for change.

(c) My SRL Change report (10 marks)
Due: Week 11
This will be the challenging part of the assignment because it will require you to take some risks and try some new things to tackle the main issue or problem you identified in Part B. This part of the assignment will require you to complete the SRL cycle by: (a) describing and justifying at least 2 strategies you have tried to conquer the problem, (b) providing evidence/examples that you actually tried these things, (c) evaluating their effectiveness in terms of changing the target behavior, thinking, motivation etc., and (d) proactively planning for the future

My Personal responsibility (15% of mark)

Due: Cumulative based on weekly activities, engagement, commitment, and effort
WHY: You can't improve your learning without taking some personal responsibility to engage, try new things, take risks and experiment with your learning. This mark acknowledges students who take some personal responsibility to show up and engage in a range of learning opportunities/activities in the course. See coursespaces for details. Following is a sample of requirements:

- ✓ Completed at least 9/10 MyPlanners
- ✓ Attempted all lecture synthesis activities
- ✓ Prepared for, actively participated in, and reflected on each of 2 collaborative midterm exam activities
- ✓ Always came to lab ready to engage and contribute
- ✓ Always engaged in respectful behavior during lab (on task, no phones)
- ✓ Took initiative to help and support peers during lab
- ✓ Submitted work on time
- ✓ Asked questions and participated in lab discussions

My SRL Advice Column (20% of mark)

Due: Week 12

WHY: Learn to address studying challenges by experimenting with strategies to figure out what works. From Oct 3 onward, we will focus on applying SRL to specific study skills areas such as: Time management, Motivation, Notetaking, Reading for Learning, Test Preparation, Academic Reading, Academic writing, etc. During lab each week, you will build your blog of strategies in the form on an "Advice column". This will be something you take with you after the class. Your toolkit must include **a minimum of** 5 advice column entries related to strategies you have actually tried out in one or more of your **non-EDD101** courses.

Each advice column entry will include:

(1) Blog title: *Help I am having trouble [PROBLEM] in my [COURSENAME] course*

(2) Blog content:
  Dear XXX
  I think you should try this….*[Detailed description of the strategy or SRL solution]*
  It should work because… *[Connect it to research and course concepts and SRL]*
  This is what happened when I tried it….*[Demonstrated use and report of the outcomes of using the strategy or SRL solution]*
  I knew it was successful because....*[Evaluation and indicators of success for this strategy or SRL solution]*
  One way to improve it would be to…*Use what you have learned to make it better or choose something else*
 (3) Attachment: An example or annotated example of YOU trying the strategy (could be an image, scan, link, etc)

You will often be asked to report, discuss and share strategies with your lab.

Expectations of You as a Student in ED-D101

It is simple:
- BE HERE every week
- BE ENGAGED by asking questions and trying new things
- READ the syllabus AND the course readings – figure out where they are and DO them
- BE RESPECTFUL of your peers and instructors – no phones, no devices, no disruptive behavior
   - *Note: Students who do not demonstrate this respect will be asked to remove themselves from the learning environment with grades deducted accordingly.*

	Use of devices in class will be restricted to a designated section of the lecture theater. The research shows that:
NO TECH-ZONE	(a) Students rarely use technology as an effective tool for learning in class (b) Performance declines for students using technology in class. More importantly, students sitting around the student using technology ALSO do worse (c) Technology distractions are deleterious for performance (d) Multi-tasking is a fallacy – your brain doesn't work that way

If you want to succeed in ED-D101…

(1) Spend about **2 hours for every 1 hour of class time (about 6 hours)** working on course reading, finishing lab work, reviewing, preparing assignments.
(2) Study for the exam: The best way to prepare for tests is to actively engage with the readings as we go and come to class and lab ready to discuss, think, and apply those concepts to your learning.
(3) Get to class and lab: The data shows that students who attend and engage, do well and find the course useful. Students who seriously engage with lecture and lab sessions have a much deeper understanding of course concepts and how they apply to their learning. Naturally, they are better able to use those concepts to excel in course assignments. When you miss class, you miss more than lecture notes or borrowed notes can ever convey. The students with the "good grades" are in class and actively engaged every class. They take notes and try the lecture synthesis activities every week! I wish someone had told me that in first year. It is a slippery slope once you start missing classes, one that is very difficult to recover from.
(4) IF you feel like you are doing busy work or just getting something done for the sake of getting it done, STOP – ask yourself or your lab instructor WHY you are doing this.
(5) Do the lecture synthesis activities EVERY week
(6) Be active on coursespaces: checking messages, reviewing marks and feedback, reviewing lecture slides, reading assignment descriptions and rubrics, keeping track of your marks

If you want to FAIL or get <65% in ED-D101…

Analysis indicates these 5 things will help you to fail (and fail to learn anything useful in this course)
(1) Skip class and avoid doing the weekly lecture synthesis activity,
(2) Avoid doing lab work or figuring out how to use it for you
(3) Ignore the course coursespaces site – login once a week at most
(4) Don't read or locate the course readings
(5) Avoid asking or answering questions in lecture

Tentative Course Schedule

	Topic	Lecture + Readings	Lab focus and Major Deadlines
Week 1	Intro to SRL & course	What is this course about? What are the expectations? What do I need to do to succeed in ED-D101? What are the major assignments & deadlines? What is SRL? What facets are involved? Why is it important? What are the phases of SRL? Why learn about SRL instead of "study skills"?	What do I already know about this stuff? Where are my SRL strengths & weaknesses? How can SRL help me?
Week 2	Task understanding & Academic Engagement	What is task understanding? What role does it play in successful learning? What contributes to accurate task understanding? What happens when task understanding is in accurate or incomplete? Why start with task understanding?	What questions should I be asking about academic tasks? How do I know if my task understanding is complete or accurate? What does it mean to be engaged?
Week 3	Goals & Metacognition	What role do goals play in learning and school? What kinds of goals matter for specific study sessions? What role do goals play in SRL? What is metacognition?	What are my goals? What is my focus? Do I know how to write "studying" goals? What strengths do I have in terms of metacognitive knowledge? What strategies to I use to monitor my learning?

		When and how do monitoring occur?	
Week 4	Time/Procrastination	What is the connection between SRL and time management? Why do people procrastinate? How does procrastination relate to maladaptive SRL?	How well do I use my time? What kind of procrastinator am I? How can I improve my time management?
Week 5		Thanksgiving (Oct 10)	Collaborative Midterm 1 (during lab)
Week 6	Motivation & Emotions	What is the connection between SRL and motivation? What is motivation and what role does it play in academic success? What role do emotions play in adaptive regulation? Who controls my motivation?	My SRL assessment (10 mks) Due in lab What are my motivation strengths vs challenges? What motivational challenges do I face in my academic work? What emotions influence my performance? What strategies can I use to take control of my motivation and/or emotions?
Week 7	Memory & attention	What is a strategy versus a tactic/tool or study skill? How does memory work? Why is attention important?	My SRL profile (10 mks) Fri@11:59pm What do I know about my attention? How can I control my attention? How an I improve my memory of facts and details? What strategies will optimize my attention and memory?
Week 8	Processing for meaning & application	What does it mean to learn versus memorize? What kinds or processes are essential to learning, remembering and applying concepts? How do I know if I am learning things deeply or meaningfully? Why do people forget?	What do I know about my learning? How an I optimize my own processing for meaning and application? What strategies will optimize my attention and memory?
Week 9	Collaboration & Study groups	What is successful collaboration? How does collaboration differ from cooperation? Why is collaboration important beyond university? How can groups achieve success? How can I organize and manage productive and useful study groups?	Reading break (Nov 9-11)
Week 10	Reading/Notetaking	How does SRL apply to reading and notetaking? What strategies promote effective reading and notetaking? How do academic disciplines differ in terms of reading and notetaking?	Do I optimize my own use of reading and notetaking strategies? Do I self-regulate my reading & notetaking? How can I optimize my reading and notetaking strategies?
Week 11	Studying for tests & exams	Applying SRL to studying for exams? What is the spacing effect? How does it affect studying and performance? What does interleaving studying mean? Why is it important for memory & performance?	My SRL change project (10 mks) Fri@ 1:59pm) Create a study plan for final exams Do an exam audit Apply strategies for distributed practice Apply strategies for interleaving studying
Week 12	Test taking	How can SRL be used to optimize test taking and minimize test anxiety? Improving task understanding for different types of tests/exams (essay, MC, problem solving,etc)	Collaborative Midterm 2 (during lab) My SRL advice column (20 mks) – Fri@11:59pm
TBA	Final Exam		