Student Ownership of Learning as a Key Component of College Readiness

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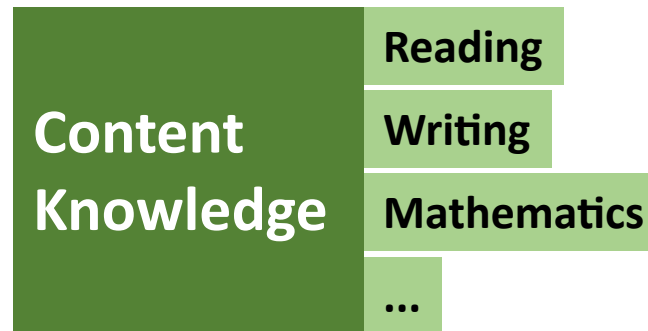Academic Leader Presentation

1. Background

➤ College readiness

➤ Student ownership of learning

- What do you think a good **college readiness** should consist of?

  It has historically been defined in terms of

Content Knowledge	Reading
	Writing
	Mathematics
	...

- Think about the definition.

  Necessary?
  Sufficient?

  Necessary but not sufficient

1.2. Background: Student Ownership of Learning

Student ownership of learning

is a key factor that contributes to **college readiness** besides **content knowledge**

- When study **in a wide range of learning environments** such as large classes and online courses
- When teachers are **less effective**
- When go beyond **simply following teachers' directions**
- …

However, it is not sufficiently taught or measured.

- It can be developed systematically and will have the greatest effect on students for whom college is likely to be particularly challenging in the first place.

Mainly research one of the most important factors of college readiness called student ownership of learning.

2. College Readiness

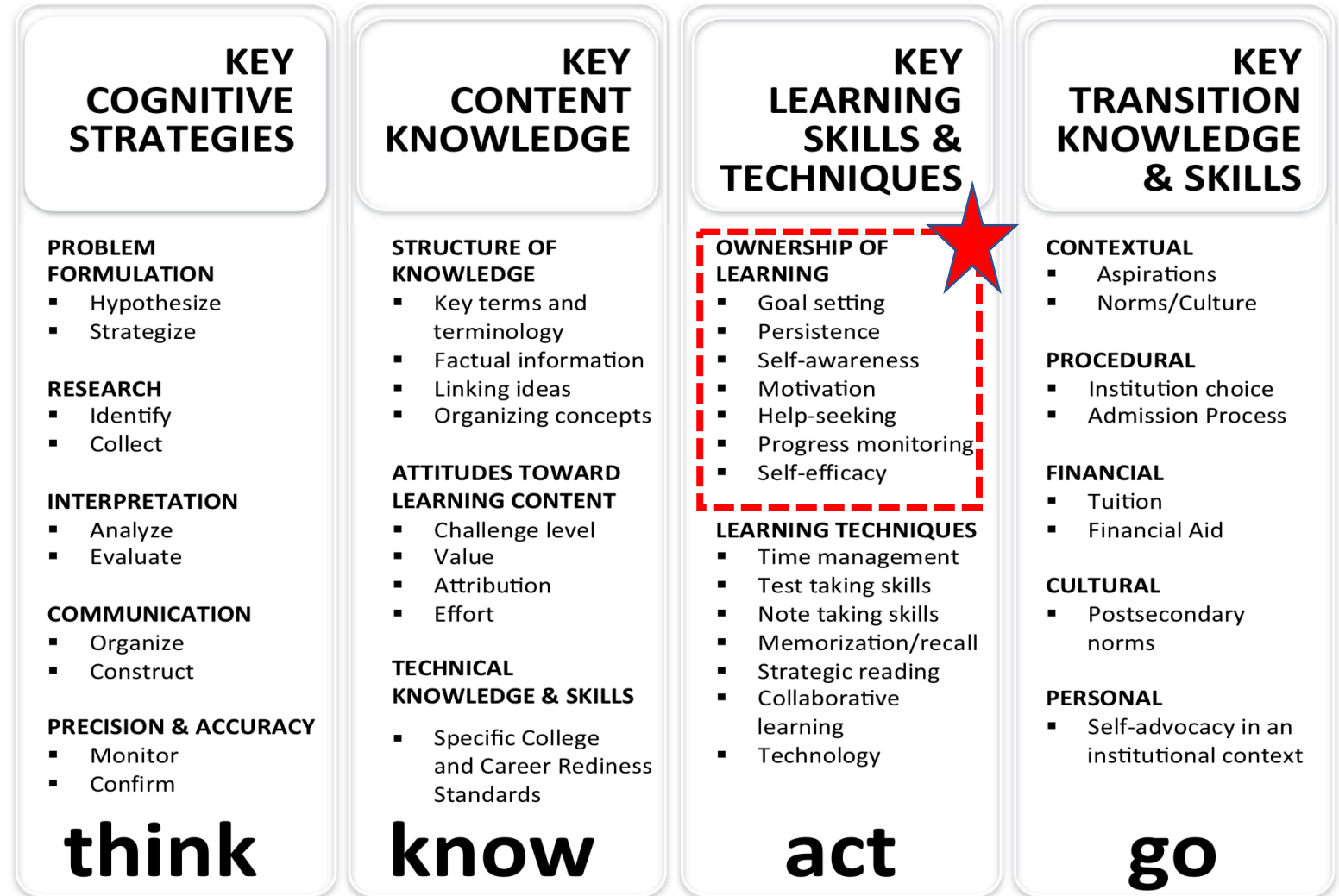- ➢ Four Keys Model

The Conley's(2014)

Four Keys Model

is used here to operationalize and measure college readiness, which consisting of 42 components specific to college and career readiness.

KEY COGNITIVE STRATEGIES

PROBLEM FORMULATION
- Hypothesize
- Strategize

RESEARCH
- Identify
- Collect

INTERPRETATION
- Analyze
- Evaluate

COMMUNICATION
- Organize
- Construct

PRECISION & ACCURACY
- Monitor
- Confirm

think

KEY CONTENT KNOWLEDGE

STRUCTURE OF KNOWLEDGE
- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

ATTITUDES TOWARD LEARNING CONTENT
- Challenge level
- Value
- Attribution
- Effort

TECHNICAL KNOWLEDGE & SKILLS
- Specific College and Career Rediness Standards

know

KEY LEARNING SKILLS & TECHNIQUES

OWNERSHIP OF LEARNING
- Goal setting
- Persistence
- Self-awareness
- Motivation
- Help-seeking
- Progress monitoring
- Self-efficacy

LEARNING TECHNIQUES
- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology

act

KEY TRANSITION KNOWLEDGE & SKILLS

CONTEXTUAL
- Aspirations
- Norms/Culture

PROCEDURAL
- Institution choice
- Admission Process

FINANCIAL
- Tuition
- Financial Aid

CULTURAL
- Postsecondary norms

PERSONAL
- Self-advocacy in an institutional context

go

3. Student Ownership of Learning

- Student Ownership of Learning Model

- 5 Major Components

- The Other Achievement Gap

- Measuring Ownership of Learning

3.1. Student Ownership of Learning: The Model

Having succeeded to learn something that is meaningful and valuable to them, they are subsequently **more motivated and engaged** and ready to set **new goals** and begin again

Firstly, assume that SOL **begins with** students intrinsic or extrinsic

The assume creates a drive to **set learning goals**.

Accomplish the goal

motivation and engagement

goal orientation and self-direction

persistence

Enables learners to take on more challenges and to **persist** with learning tasks that are not achieved easily or quickly.

combined with an expanded and expanding repertoire of learning strategies employed in a conscious.

Make students set additional and more challenging learning goals and persist to achieve them
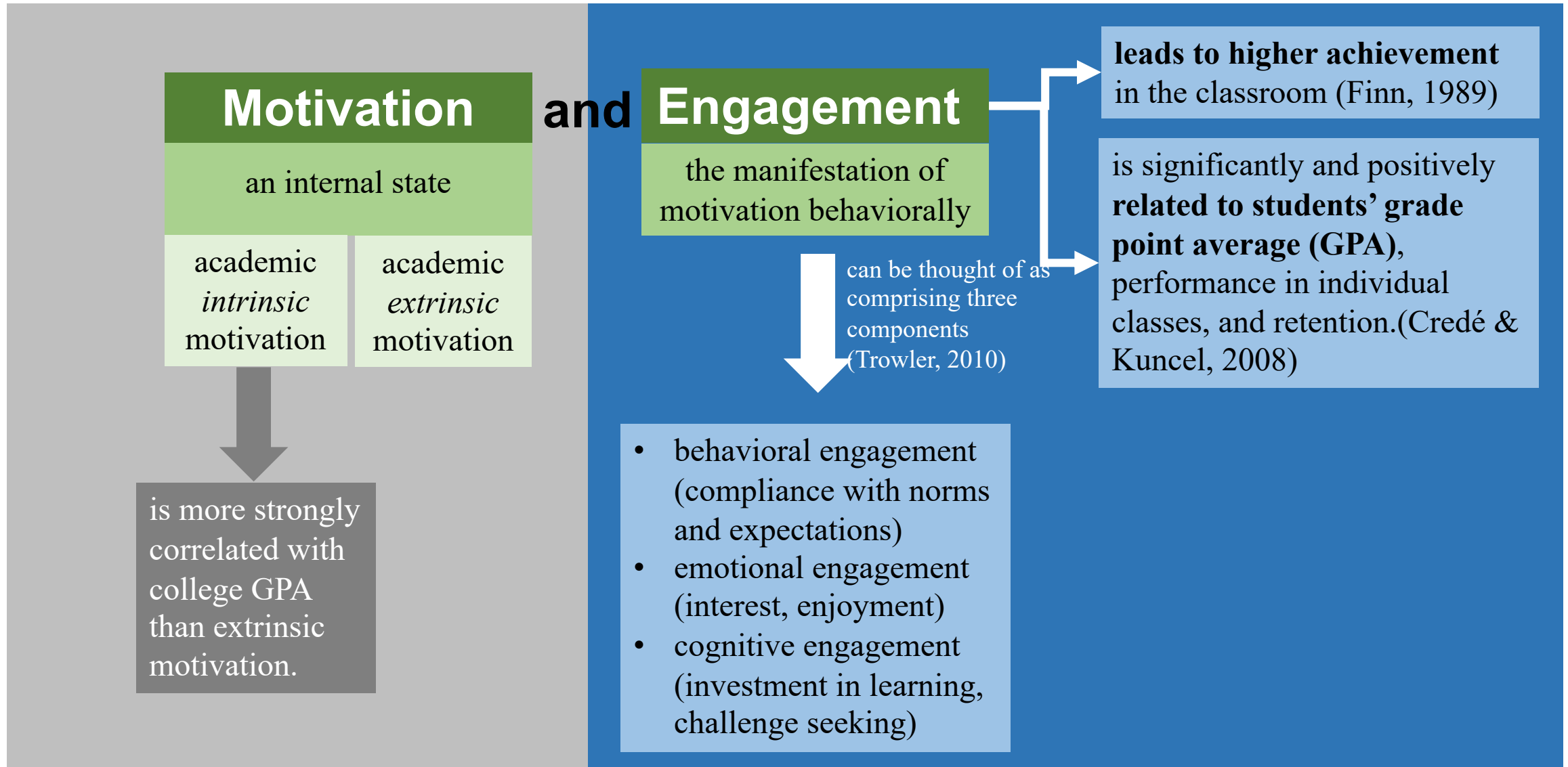
Setting learning goals helps learners understand that they can have control over their own learning, which **leads to a stronger sense of self-efficacy and self-confidence**

metacognition and self-monitoring

Have begun to develop a sense of control over the learning process

self-efficacy and self-confidence

Students **exercise metacognition and the self-monitoring** skills.

Motivation **and** **Engagement**

an internal state

academic *intrinsic* motivation | academic *extrinsic* motivation

is more strongly correlated with college GPA than extrinsic motivation.

the manifestation of motivation behaviorally

leads to higher achievement in the classroom (Finn, 1989)

is significantly and positively **related to students' grade point average (GPA)**, performance in individual classes, and retention.(Credé & Kuncel, 2008)

can be thought of as comprising three components (Trowler, 2010)

- behavioral engagement (compliance with norms and expectations)
- emotional engagement (interest, enjoyment)
- cognitive engagement (investment in learning, challenge seeking)

Motivation and **Engagement**

leads to higher achievement
in the classroom (Finn, 1989)

- Help students learn how to learn
- Include tips, tricks and techniques of three types:
  - Generic learning strategies
  - Subject-specific
  - Topic-specific
- Students then build a plan, or strategy, for relearning course material (or for succeeding in the course)
- Examples:
  - Time management plan to prepare for exam
  - Ways to remember historical events in context
  - Understanding enzymatic reaction processes

(investment in learning, challenge seeking)

3.2. Ownership of Learning: 5 Major Components(2)

Goal Orientation and Self-Direction

-Low goal orientation

Fixed mind-set

- Intellectual capacity : Finite
- Avoid challenge
- Unable to function effectively in the face of obstacles
- Attribute failure to personal inadequacy
- " How can I prove that I already know?"

-High goal orientation

Growth mind-set

- Enjoy challenging
- Willing to engage in difficult tasks
- Employ strategies to cope with obstacles
- "What can I learn?"

(Dweck & Leggett, 1988 , A social-cognitive approach to motivation and personality, *Psychological Review*)

3.2. Ownership of Learning: 5 Major Components(2)

Goal Orientation and Self-Direction

-Some Statistical Figures

28%

- Students who aspire to obtain college degrees are **28%** more likely to apply to and attend college than students with no aspirations to attend college.
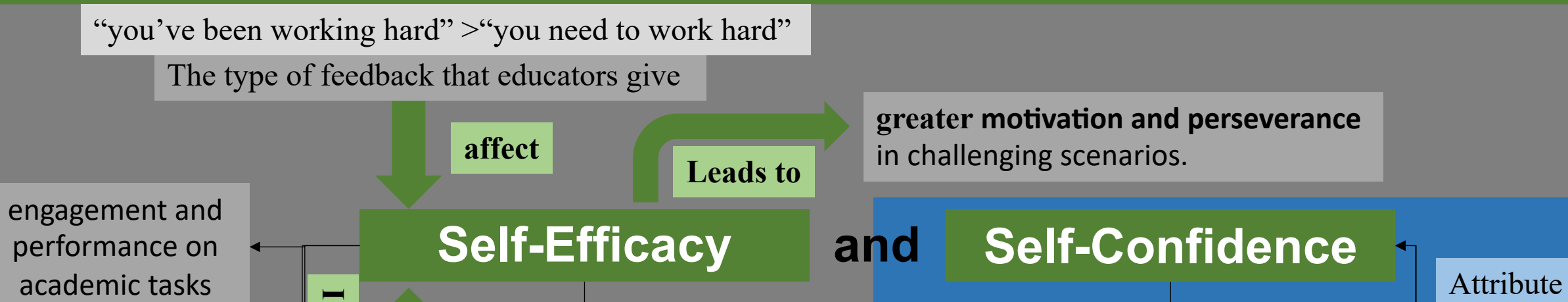
(Cabrera & La Nasa, 2001)

P-value .00.

- Students who aspired to attend a **4-year-college** after high school had significantly **higher mean scores** on subscales gauging "college knowledge" that did students who planned to attend a **2-year-college or work** and those who did not have post-high-school plans.

(Gilkey et al., 2011)

"you've been working hard" >"you need to work hard"

The type of feedback that educators give

affect

Leads to

greater motivation and perseverance in challenging scenarios.

engagement and performance on academic tasks

Self-Efficacy **and** ## Self-Confidence

Is related to

college performance

college retention

Self-efficacy is a **context-specific assessment** of competence to perform a specific task.

are different

Self-concept and self-confidence are **beliefs** in ability and self-worth that are **not context-specific**

Has higher

Attribute academic success to own ability and effort

Do not attribute failure to lack of ability

develop

facilitating performance accomplishments

the self-efficacy will **transfer to other scenarios**

minimize individuals' **anxieties** around learning

Self-efficacy is defined as **students' confidence** in **their ability to complete** increasingly challenging and complex academic and career **tasks** and be able to build on past experiences and success to maximize future successes.

counter anxiety from past failures

3.2. Ownership of Learning: 5 Major Components(3)

"you've been working hard" >"you need to work hard"

The type of feedback that educators give

greater motivation and perseverance in challenging scenarios.

affect

Leads to

engagement and performance on academic tasks

Self-Efficacy and Self-Confidence

Attribute

- Let students choose the means to re-learn challenging content
- Have options when possible
  - For example, different students could choose to re-learn challenging material via memorization, graphically with additional examples, through simulations, via alternative lecture, or with an online chat group
- Let students choose one or more options
- Add options based on experience with how students learn challenging content in each course

counter anxiety from past failures

maximize future successes.

Metacognition* and Self-Monitoring

* https://www.youtube.com/watch?v=HZrUWvfU6VU&feature=youtu.be

Self-reflection and the regulation of cognition

- When students pursue learning or mastery goals, the emphasis is on developing a deep understanding of the material.

- This process is not about demonstrating what the student already know, instead, it is about the student engaging with material and persisting in the face of challenge.

Engagement in learning leads to greater metacognition because student reflect on what they are learning and develop learning strategies based on that self-reflection

(Ames, 1992 ; Vrugt & Oort, 2008)

aids in their success

cores

The passion for a goal

The ability to self-regulate to achieve that goal

Persistence

aspects

student

Develop persistence

not to overcome poor teaching

teachers and schools

- Present learners with challenging but realistic learning scenarios
- Then, **the positive effects of persistence are maximized**
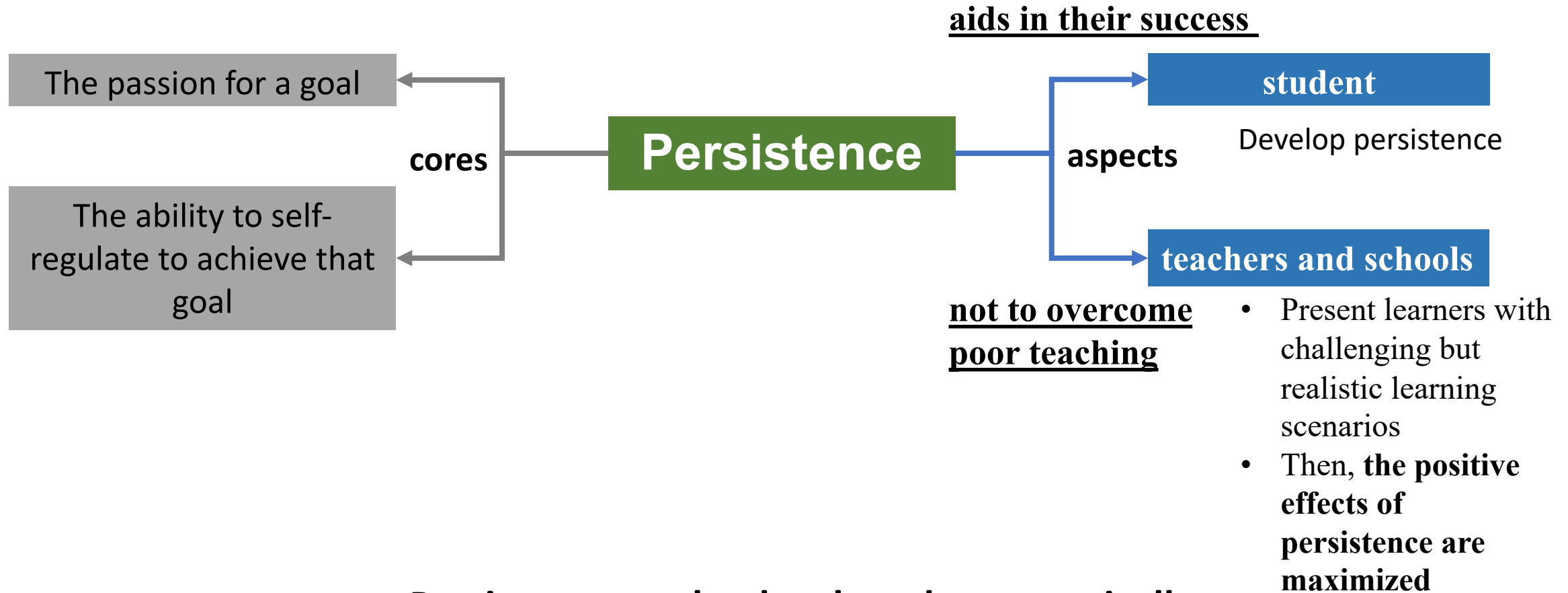
Persistence can be developed systematically and mastered by all students.

The other achievement gap

Why closing the achievement gap is important?

- **Students** need much greater incentive to perform at the higher levels needed **to close achievement gap.**

- **Students** (who do not automatically buy into the belief that they should learn what teachers tell them to learn)

Why?

Students have little or no experience setting goals for themselves, they are at a **tremendous disadvantage**.

3.4. Ownership of Learning: Measuring SOL

➤ **An assessment system with high-precision?**

Create a measurement technology according to the ownership learning model

- time
- effort
- expense

It is **not necessary** to build formal assessment systems which is greatly equal to the actual situation.

➤ **How to build the system?**

Give students more opportunities to explore their interests and set challenging goals for themselves

⬇

Document their aspirations and the actions they take to achieve their goals

- A variety of academic performances
- Persistence: the amount of time and the number of attempts students make to complete tasks
- …

Examine **the curriculum and instruction**

⬇

Ascertain the degree to which they promote student ownership of learning

4. Conclusion

4. Conclusion

Student ownership of learning are high aspiration and goals clearly aligned to achieve them.

Not only school, But also their lives

21st-century

New skills

New Knowledge

- To close the achievement gap,
  Current state VS Desired state of being

- Students need a robust metacognitive tool box of the type described in the ownership model

  - A strong sense of self-efficacy
  - The ability to self-monitor
  - The willingness to persist

- **Students with this skill** set can cope with the demands of learning environments in which they must be more actively involved to succeed.

- They can use their **strong foundation** of content knowledge in sophisticated ways to comprehend complex material and solve challenging problems

They can function as self-directed learners who are able to achieve their goals

THANK YOU!

Q&A