

## **Becoming an Expert Student: Learning Strategies & Study Skills Generative Strategy**

**Reading:** Woolfolk's *Educational Psychology*, 11<sup>th</sup> Edition, pages 270-278 *and* content under the heading "Beliefs about Knowing: Epistemological Beliefs" starting on page 387 and ending on 388

**Instructions:** Address **both** Writing Prompt #1 **and** Writing Prompt #2.

### ***(Writing Prompt 1)***

Write an **analysis of yourself** as an "expert student" based on the ideas in the textbook. Make sure that you address *each* of the following bulleted items (use a sub-heading for each bullet below) :

- Do you consider yourself to use metacognition strongly? If so, give an example of how. If not, would becoming more metacognitive help you learn better (or worse).
- Do you typically use the types of strategies and study skills that the book considers "powerful and sophisticated" (p. 271)? Or, do you typically use strategies that the book says that most students use but aren't really "learning"? Give a specific example (or two) from your own life.
- Consider a time that you did at least one of the following: summarized, used underlining or highlighting, took notes, or created a visual tool. Would the authors of the textbook say that you used these strategies well? Why or why not? Include specific examples of a time that you had to use one of these strategies and analyze your use of it by connecting that example to specific things that the textbook has to say.
- Consider the three approaches to reading that the book lists—READS, CAPS, & KWL charts. When you read, what activities within these approaches do you always (sometimes or never) use. Try to identify a specific example of you reading a text in the past and recall what exactly you did (or did not do) as you read.
- List and discuss one or two dimensions of your own epistemological beliefs (page 387). Discuss how each of these things influences your thoughts and ideas about learning.

### ***(Writing Prompt 2)***

What's your *opinion* about what the textbook says about being an "expert student"? In giving your opinion you *might* consider addressing one of the following prompts. (But, feel free to ignore these prompts if you have another approach to addressing prompt #2):

- *Should* students do the things that the book says make them "experts"? Or, does it sound like a waste of time toward the goal of learning? Why should students do the things that the book says (or not do them)?
- What did you learn about yourself from writing the analysis in prompt #1? In what way is that learning significant? In other words, WSYC about the analysis? WGAD (and why)? How does this new knowledge change your mental model of your role as a teacher or learner?
- One way (but certainly not the only way) to write about the "value" of expert learning is to consider your generative strategies to the degree that they have "made you" take an "expert" approach. Do generative strategies feel useful or wasteful? [Of course, if this generative strategy is one of the first ones that you do, it might not be particularly helpful to address this prompt?]

The above bullets are just suggestions if you are feeling "stuck" on how to address prompt #2. If you have opinions about the reading but those opinions don't address the above bullets, then that's fine. The key in prompt #2 is to *explain* and *defend* your answer. Regardless of whether you say that expert learning (and/or generative strategies) are a waste of time or a wonderful thing, explain *why* you have the opinion that you do.

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