

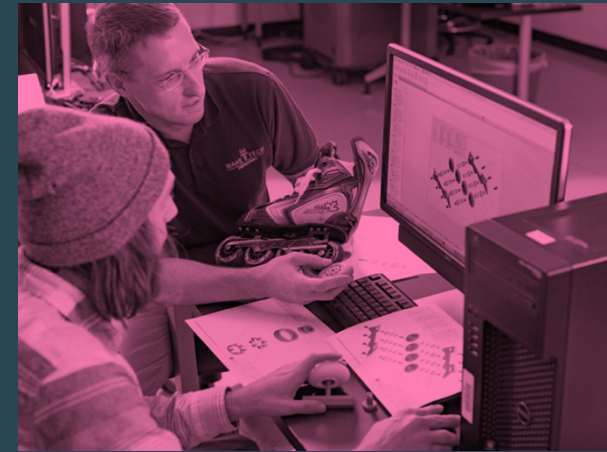
Enhancing Excellence in Online Teaching: The Role of Self-Directed Learning Skills

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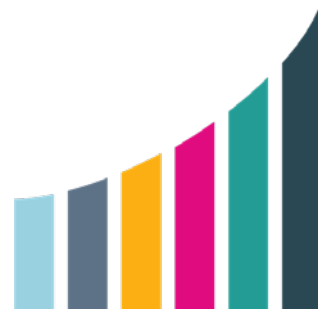
Susan Bickerstaff, CCRC

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Brett Griffiths, Schoolcraft College



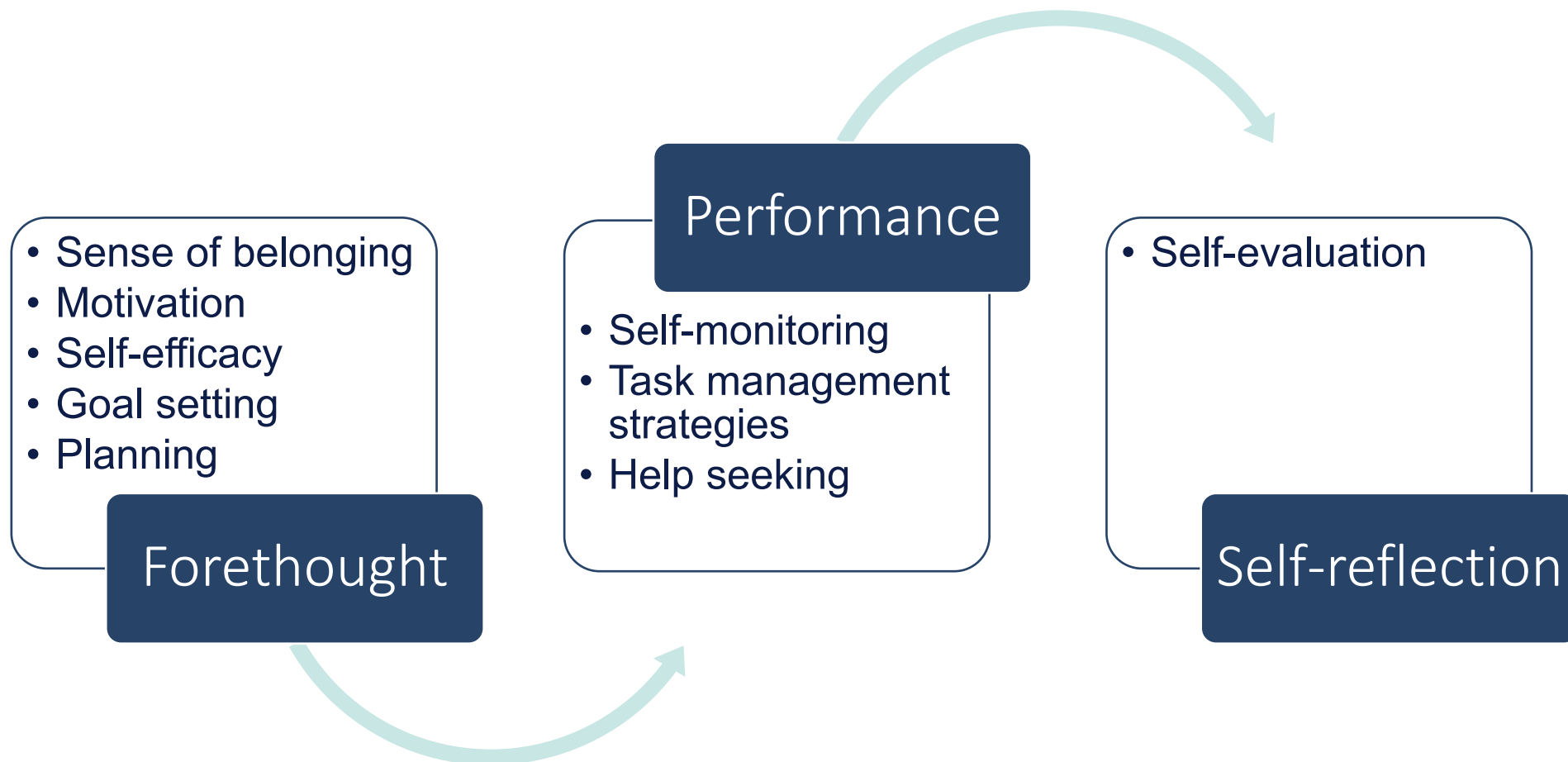
Postsec Collab



- A new research and development center
- **Partners:** SRI Education, the Community College Research Center, Achieving the Dream, and nine institutions



Self-Directed Learning Skills



Background and Positioning

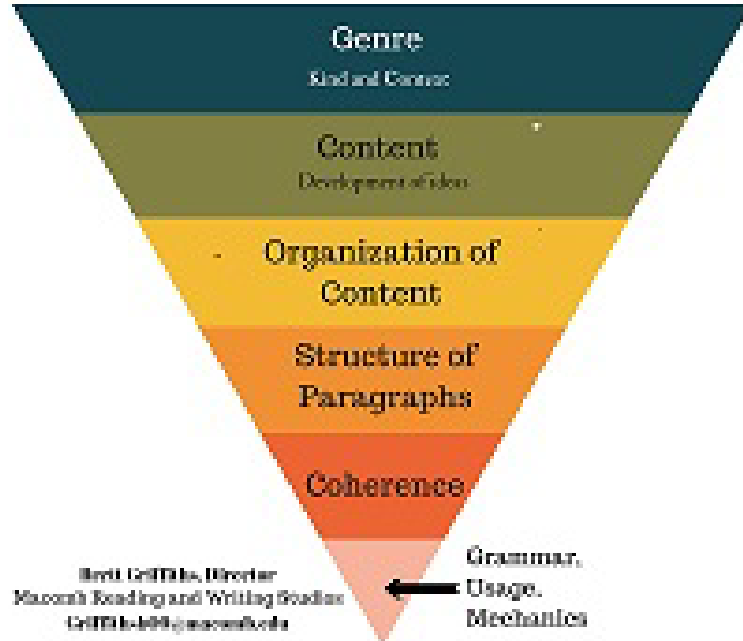


- **Background:** Joint PhD in English and Education: Writing Studies and Two-Year Colleges
- **Disciplinary Philosophy:** Learning Transfer-- “Our job is to produce better writers, not better writing” –Stephen North (1984)
- **Problem Observed:** Academic research in writing studies and in higher education (two-year college studies) highlighted a gap in conversations between the two disciplines AND between research and practice.
- **Problem Observed:** Much of what we attribute to student “disengagement” is really students lacking awareness and strategies for self-directed learning

Case: Macomb Community College

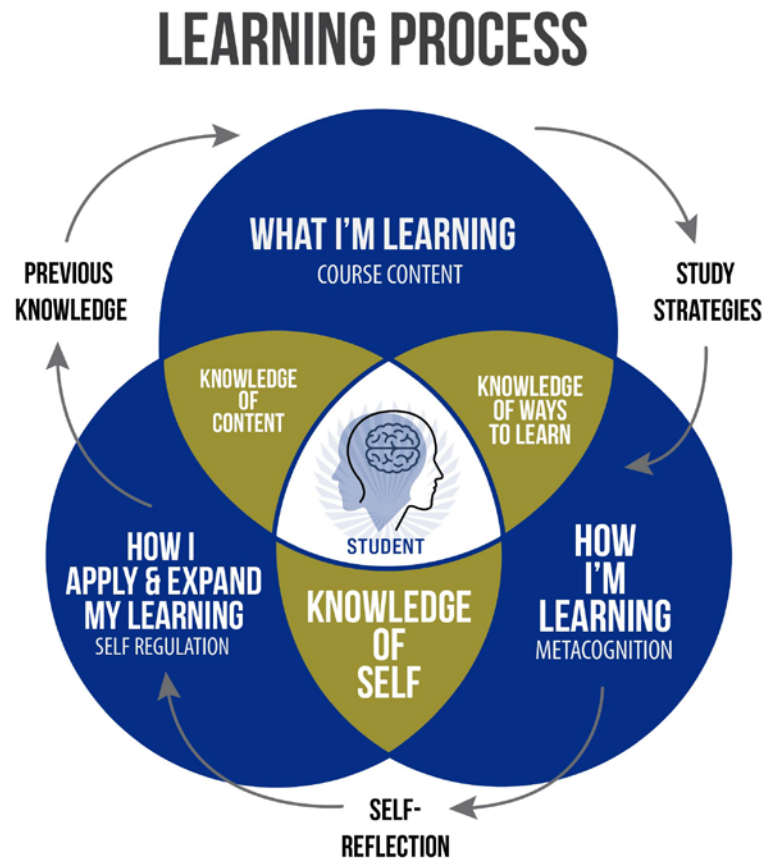
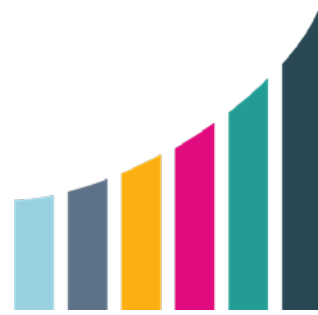


Consultation Hierarchy



- Case: Reading and Writing Studios est. 2015 with strategic funds and goal to improve student outcomes
- Problem: Traditional notions of transactional correctness (e.g., grammar, math ‘problems’) impede development of a culture of self-directed learning and learning transfer.
- Existing research highlighted the possible value of “self-regulated learning” in two-year college writing centers (MacArthur et al., 2015; MacArthur & Philippakos, 2013)
- Goals: position students as agents directing their own learning and enable learning transfer

Centering Students as Agents in SDL



1. Conceptual > Transactional (process over product)
2. Learner activates prior knowledge as a prerequisite for retaining learning
3. Learner identifies and names learning
4. Learners makes connections between prior knowledge and new knowledge
5. Learner reflects and evaluates how I learn (what worked/didn't work)
6. Learner plans next steps in learning

Implementing SDL/SRL (In Person)

- Learning-driven (process) assessment vs. Outcomes-driven assessment (product)
- Expect to revise methods
- Anticipate pushback (within yourself, your peers, your students): you are fostering cultural change
- Dialogic process. Prompts intended to scaffold SDL should offer low-stakes opportunities to name and discuss learning process
 - “Part of the Process;” “Where the magic happens”
 - Moving Online

READING AND WRITING STUDIOS SESSION SUMMARY

NAME _____ DATE _____

South Campus Reading support
 Center Campus Writing support
 Multilingual Literacy Support

Current Project _____ Instructor _____

Briefly describe what you did in your last session and indicate if it was for the same project or different one.

Focus	What did you work on today?	What are your next steps for this assignment? How might you apply what you learned from this session to future assignments?
<input type="checkbox"/> Genre (Specific kind of writing) <input type="checkbox"/> Content (brainstorming and development) <input type="checkbox"/> Organization <input type="checkbox"/> Paragraph Structure <input type="checkbox"/> Grammar <input type="checkbox"/> Mechanics <input type="checkbox"/> MLA/APA Format		
<input type="checkbox"/> Reading Strategies <input type="checkbox"/> I worked on a graphic organizer as part of my reading or writing support		

Other notes from tutor or student:

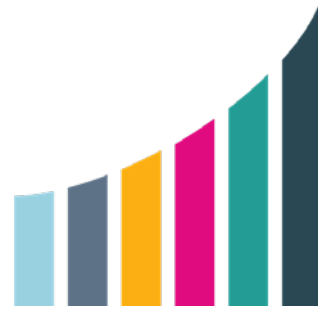
Staff Signature _____

Moving Self-Directed Learning Strategies Online



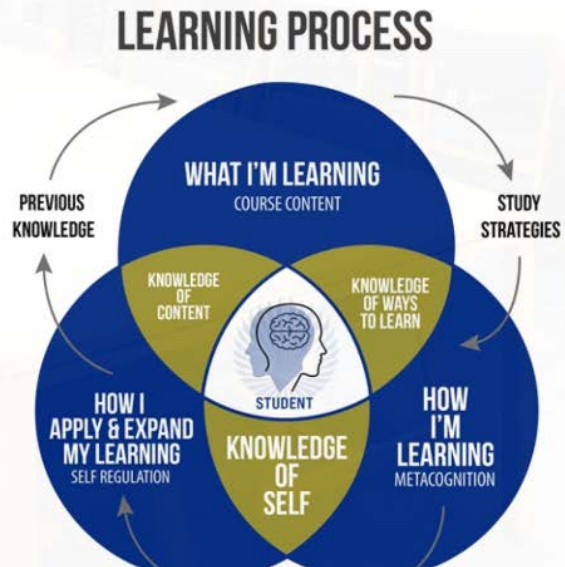
- Current position: Manager Learning Center and Reading and Writing Studios, Macomb Community College
- Jan 2021
 - Culture of self-directed learning
 - Making it visible and accessible online
- **Session Summary (Next Steps)** forms
- Quick, specific reflection questions
- Delivered via email

What, How, What Now?



How we see the learning process:

At the Macomb Learning Centers, we know that learning is a complex process. That process isn't just about the content you are learning but also about where you are in your life when you are learning it and the strategies you use while you learn. The graphic (right) helps to visualize this process. Please take a moment to think about what you worked on today in your session. This helps you to keep track of what worked for you and helps us understand what works and improve how we support you.



- Makes clear our philosophy

What, How, What Now?



6
What did you work on with your tutor today?

Enter your answer

7
Is your understanding better now than it was before your session?

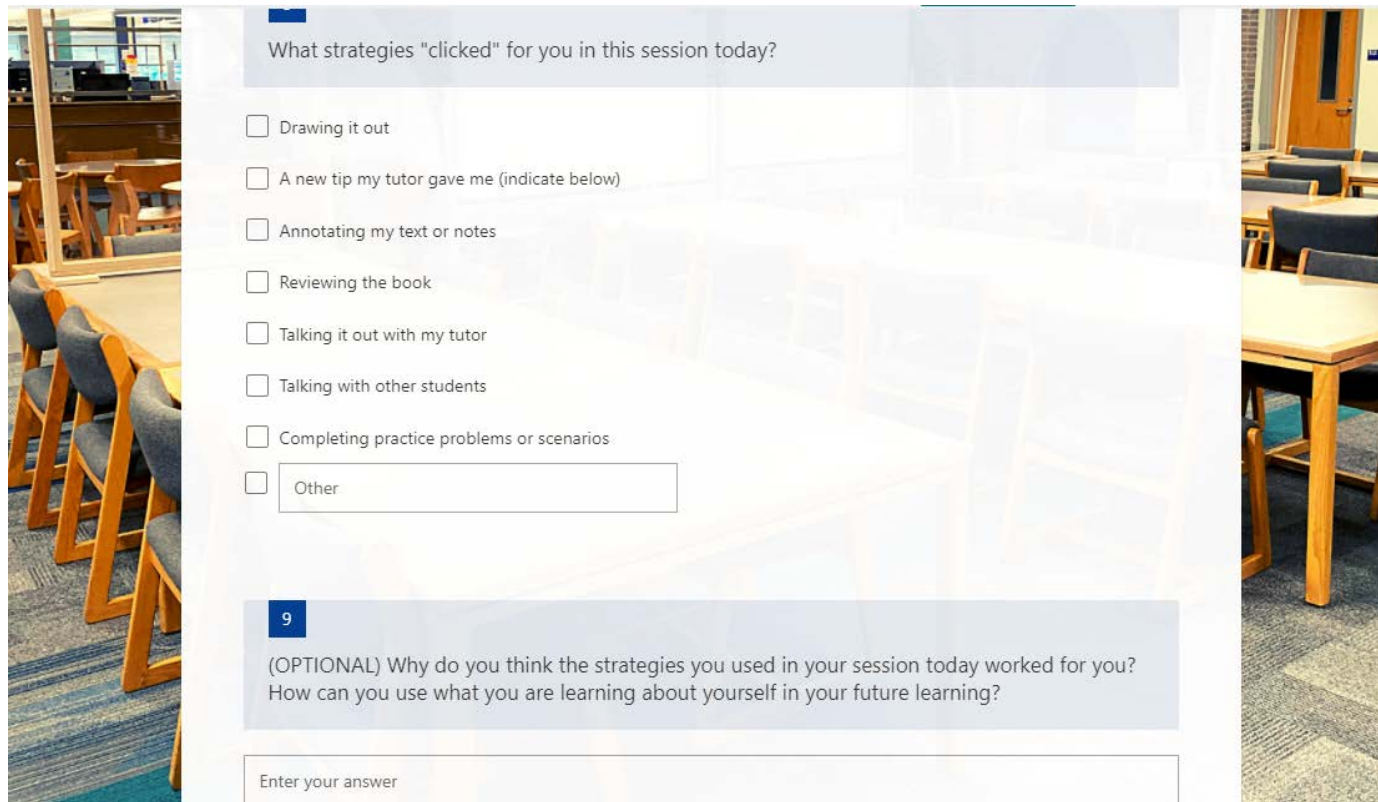
Gotten better

Still unclear

Submit

- Honest evaluation of learning

What, How, What Now?



What strategies "clicked" for you in this session today?

- Drawing it out
- A new tip my tutor gave me (indicate below)
- Annotating my text or notes
- Reviewing the book
- Talking it out with my tutor
- Talking with other students
- Completing practice problems or scenarios
- Other

9

(OPTIONAL) Why do you think the strategies you used in your session today worked for you?
How can you use what you are learning about yourself in your future learning?

Enter your answer

“Gotten Better”

What, How, What Now?



8

Learning often happens in multiple stages. Which of the next steps do you think might help you move forward? (check all that apply)

- Talk with my professor
- Talk with a classmate
- Review my textbook or notes
- Schedule another tutoring session
- Seek another kind of help (counselor, SOS, Veteran and Military Services, etc)
- I'm not sure what my next steps are. Please call me to help me identify what to do next
- Other

Submit

“Still Unclear”

What, How, What Now?



Thanks for visiting the Macomb Learning Center!

Please find below a summary of your tutoring session, which will serve as notes for you to use as you continue to study and learn.

Student Name: [REDACTED]

Tutor Name: **Elizabeth**

Date of Session: **2022-01-28**

What did you work on with your tutor today?

went over notes , did a discussion board and studied for quiz.

What strategies "clicked" for you in this session today?

["Reviewing the book", "Talking it out with my tutor"]

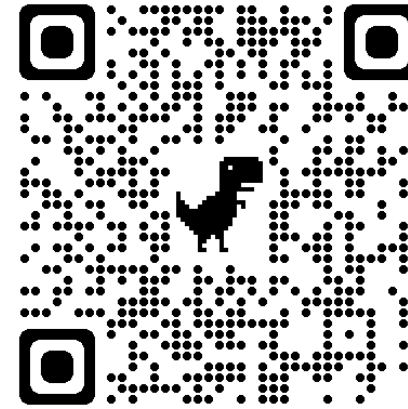
Why do you think the strategies you used in your session today worked for you? How can you use what you are learning about yourself in your future learning?

- Email Response

3 SDL Strategies for Teaching Online



- QR Code Survey at the beginning or end of module
- “Submission Notes” in the text box for online assignments:
- Accountability calendars: Have students working on group projects create and submit a work plan with stages and internal deadlines

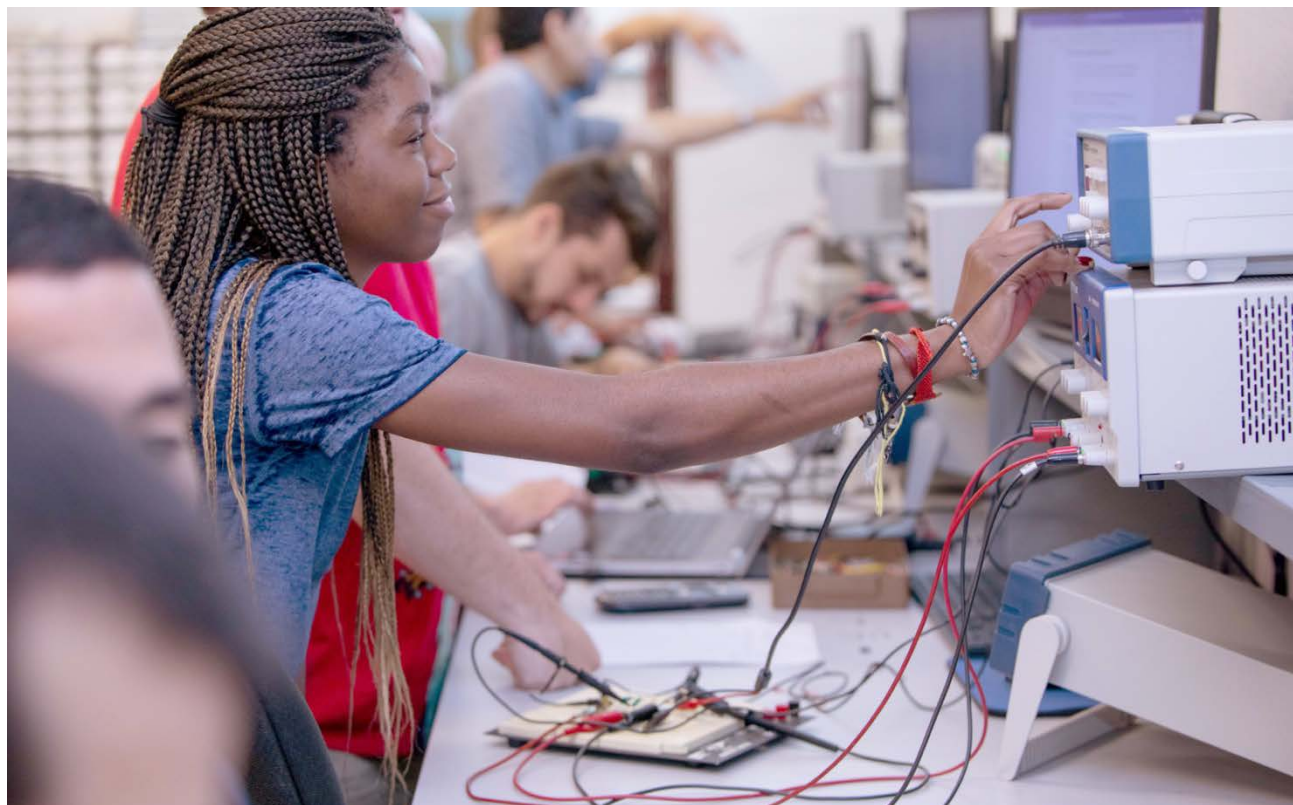


Sample Study Plan



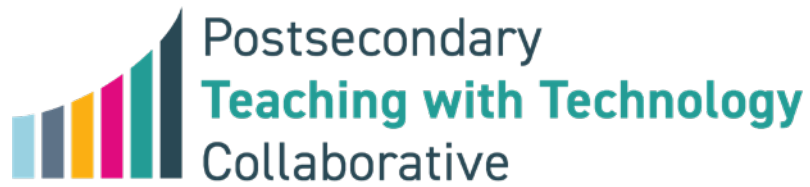
Sample Submission Note

Collaborative goals



- Highlighting promising practices
- Building on what partner institutions are already doing
- Deepening understanding and evidence base

Thank you



<https://postseccollab.org/>



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