Identity Collection

Exam 1: Check-In Activity

DIRECTIONS:
Welcome to the Science of Learning to Learn - Adaptive Edition. This training program is designed to teach learning skills that have been studied by educational psychologists and have been found to benefit learners in university courses and other learning tasks. The training has been tested and those who complete it have achieved better exam and course grades than others who spent the same amount of time studying course materials.

The original versions could take as much as **90 minutes** to complete the 3-module sequence. This version of the training is a new design that should **shorten that time**, depending on the knowledge of learning skills that you may already possess. For each topic, you will be asked a few questions to evaluate your understanding of and ability to apply a learning skill. If you already seem to be familiar with the practice described, you'll be given a **simple reminder** about how to engage in the practice. If you do not seem to know the skill or how to apply it, an interactive lesson will be provided.

It is strongly recommended that you complete this on a computer because there are questions that make the layout and responses difficult on a small screen.

Full name

Please enter your email address.
You must provide a valid email address to receive a completion code.

Welcome

Welcome to the Science of Learning to Learn course!

Are you having trouble achieving the grades you want?

Is studying taking too much of your time?

Do you soon forget what you studied?

This activity is designed to introduce you to some strategies that can improve your approach to learning, and help you consider how you might apply them to a course. You can click forward to view the lessons and take part in some exercises to help you learn to learn.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

Module 1 Intro

The first section will review some learning strategies that educational research has shown are efficient and effective ways of acquiring new knowledge, improving on existing knowledge, and retrieving that knowledge during tests and other assessments.

Before you begin:

Try this test of your current knowledge about learning!

Question 1: Susan & David

Susan and David have to study a short text passage full of facts for a class exam. Both Susan and David first spend seven minutes reading the passage. Then, Susan restudies the passage for seven minutes while David writes down as much as he can remember from the passage but does not study it again. Based on their study strategies, who do you think will do better on the exam one week later?

○ Susan
○ David

Question 2: Why do you think this student's strategy is better?

[text box]

Not quite. You answered that ${q://QID15/ChoiceGroup/SelectedChoices} will do a better job next week. Unfortunately, you're incorrect.

Studies show that David's strategy (self-testing) will produce superior exam performance one week later (and afterwards) compared to restudying. Interestingly, if the students took the exam immediately after studying, Susan would score better—restudying produces better immediate results but self-testing produces better long-term results.

For the best results, after self-testing, go back and study what you missed or could not remember.

Why do people think re-reading is a more powerful learning strategy? Rereading increases your perceived mastery of the material thanks to its short-term effects. Even though assessing your learning immediately after studying is much less effective than doing so after some time has elapsed, it's quite common to do so.

Consequently, many people come to erroneously believe that rereading is a better strategy due to its better short-term effects.

You answered that ${q://QID15/ChoiceGroup/SelectedChoices} will do a better job next week and you are <mark>CORRECT!</mark>

David would do better than Susan. Studies show that David's strategy (self-testing) will produce superior exam performance one week later (and afterwards) compared to restudying. Interestingly, if the students took the exam immediately after studying, Susan would score better—restudying produces better immediate results but self-testing produces better long-term results. For the best results, after self-testing, go back and study what you missed or could not remember.

Why do people think re-reading is a more powerful learning strategy? Rereading increases your perceived mastery of the material thanks to its short-term effects. Even though assessing your learning immediately after studying is much less effective than doing so after some time has elapsed, it's quite common to do so. Consequently, many people come to erroneously believe that rereading is a better strategy due to its better short-term effects.

Compare your answer to the sample answer below.

Question:	Why do you think this student's strategy is better?
Your Answer:	${q://QID16/ChoiceTextEntryValue}
Sample Answer:	In this case, the students are taking the exam after a delay (one week later). Self-testing produces longer-lasting results compared to rereading, so it will be a superior strategy in this case. One explanation for this is that actively retrieving information from memory creates new connections in your brain; these new connections make it easier to retrieve the information later. In contrast, rereading merely increases your familiarity with superficial features of what you're learning and creates memories that quickly fade, and thus can mislead your judgments of learning. More details are available on the next page.

1.1. PRE:Self-testing

Let's check the knowledge you already have about self-testing. Please read and respond to the following question(s):

Self-testing is a useful learning strategy for what reason?

☐ It helps emphasize retrieval practice and bring back information you already know
☐ It helps students remember key information for a longer period of time
☐ It helps with future learning

You answered: "${q://QID211/ChoiceGroup/SelectedChoices}"
This is CORRECT

Self-testing is useful in many ways, but these three choices highlight the most important reasons.

You answered: "${q://QID211/ChoiceGroup/SelectedChoices}"
This is INCORRECT

Self-testing is a learning strategy. It does not help with setting goals. Instead, self-testing helps emphasize retrieval practice and bring back information you already know, it helps student remember key information for a longer period of time, and it helps with future learning.

You just began a unit of a course and have 4 weeks of topics to cover before the unit exam. For each new lesson, the guided reading questions and course outlines make clear that there are a number of facts, definitions, and properties that you'll need to be able to recall when the exam comes.

Pick the best strategy, from those below, that will enable you to rehearse this knowledge and ensure you can recall it.

○ Block out the entire day before the exam. Redo all your homework questions to be sure you've rehearsed fully.
○ Block out the entire day before the exam. Reread all the chapters to be sure you're on top of all the material.

○ After reading each chapter in advance of the day it is covered, reread each chapter repeatedly in advance of the exam.

○ After turning in a homework assignment by the deadline, set up reminders in your calendar to re-complete that homework again at least a few times before the exam.

You answered: "Block out the entire day before the exam. Redo all your homework questions to be sure you've rehearsed fully."

This is **INCORRECT**

It's good to redo all these homework before the exam to strengthen your ability to recall the knowledge. This plan involves retrieval practice on a blocked schedule, which is good, but doesn't take advantage of the benefits of spacing out this effort, which further strengthens the effects of the studying on your recall.

You answered "Block out the entire day before the exam. Reread all the chapters to be sure you're on top of all the material."

This is **INCORRECT**

Spending your final day rereading will require massive effort and, unfortunately, rereading is an inefficient strategy. Plus, you risk convincing yourself you are more prepared than you really are. It is better to actively engage in retrieval practice; make sure you are actively asking and answering questions if you feel unprepared.

You answered "After reading each chapter in advance of the day it is covered, reread each chapter repeatedly in advance of the exam."

This is **INCORRECT**

This plan is a good example of spacing, but it doesn't give you a chance to practice retrieving. That means your time would be spent less efficiently than it would be if you quizzed yourself, and you wouldn't be able to know what topics you know well or less well. You should choose to practice test instead of reread.

You answered "After turning in a homework assignment by the deadline, set up reminders in your calendar to re-complete that homework again at least a few times before the exam."

This is **CORRECT**

This plan does the best job of providing many opportunities to practice retrieving the knowledge,

and it also spaces out the practice. Those gaps between attempts can be used for restudying topics you struggled on, and can make each retrieval attempt more powerful.

Module 1.1: Self-testing

Module 1: Self-testing, spacing, & self-explanation

In this module, you will learn three quick tricks to maximize the benefits of your study time.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page

.

SET UP DISPLAY LOGIC BASED ON SCORE from answers to definition and concept items where 2/2 = 1 sentence summary, <2/2 = show video block.

Check your understanding:

Which learning strategy does research suggest is more effective in improving later performance?

○ Rereading learning materials

○ Rehearsing the information by repeatedly testing whether you can recall it

List the 3 ways that self-testing helps you learn.

1.) [_____]

2.) [_____]

3.) [_____]

You answered that "${q://QID11/ChoiceGroup/SelectedChoices}" was the learning strategy that is more effective in improving performance.

Unfortunately, you're a bit off. Contrary to the popular belief, rereading is less effective than repeated self-testing. The illusion of superiority of rereading tends to result from its better short-term effects (such as when cramming for an exam). In the long run, however, self-testing tends to be better. For the best results, combine the two strategies.

You answered that "${q://QID11/ChoiceGroup/SelectedChoices}" was the learning strategy that is more effective in improving performance.

You are correct! While rereading helps you initially retain more superficial features of a text in the short run (such as when cramming for an exam), rehearsing the information by repeatedly testing whether you can recall it produces better long-term performance. For the best results, combine the two strategies.

Compare your answers to the sample answers below.

	Question:	List the 3 ways that self-testing helps you learn.
	Your Answers	Correct Answers
1.	${q://QID24/ChoiceTextEntryValue/4}	It helps you to remember the information longer.

| 2. | ${q://QID24/ChoiceTextEntryValue/5} | It helps you find gaps in your knowledge. |
| 3. | ${q://QID24/ChoiceTextEntryValue/6} | It improves your future studying. |

Did your answers match the correct answers?

○ Yes
○ Somewhat
○ No

Let's review the last question and your responses one more time.

	Question:	List the 3 ways that self-testing helps you learn.
	Your Answers	Correct Answers
1.	${q://QID24/ChoiceTextEntryValue/4}	It helps you to remember the information longer.
2.	${q://QID24/ChoiceTextEntryValue/5}	It helps you find gaps in your knowledge.
3.	${q://QID24/ChoiceTextEntryValue/6}	It improves your future studying.

In a couple of sentences, explain one way you can use self-testing to help you study this semester.

In a few sentences, explain which answers differed from the sample answers and explain one way you can use self-testing to help you study this semester.

>

In a few sentences, note the differences between your answers and the sample answers. Then explain one way you can use self-testing to help you study this semester.

>

Summary for Module 1.1

Click to write the question text

1.2. PRE: Spacing

Let's check the knowledge you already have about spacing. Please read and respond to the following question(s):

What does the spacing effect show?

○ It shows that learning is more effective when it is spread out of a period of time versus crammed before a test

○ It shows that learning is more effective when you study material once every two months leading up to a test

○ It shows that learning is more effective when you should cram before a test versus spacing out the material over several weeks/months

○ It shows that learning is more effective when your environment is spacious

You answered "It shows that learning is more effective when you should cram before a test versus spacing out the material over several weeks/months"
This is **INCORRECT**

Cramming before an exam tends to be ineffective as when you are studying for a final or such, you have to restudy from the beginning. Cramming helps with short-term knowledge, but not with long-term knowledge.

You answered "It shows that learning is more effective when your environment is spacious"
This is <mark>INCORRECT</mark>

The spacing effect has nothing to do with your environment.

You answered "It shows that learning is more effective when you study material once every two months leading up to a test"
This is <mark>INCORRECT</mark>

Once every two months is not a consistent enough time-frame for optimal retainment of knowledge. This is far too spread out.

You answered "It shows that learning is more effective when it is spread out of a period of time versus crammed before a test"
This is <mark>CORRECT</mark>

Spreading your learning out over a period of time helps you retain information for a longer period of time.

Pick the study plan that makes best use of the spacing effect.

○ After each class period, Ana downloaded the class outline and looked it over, then she looked them all over right before the exam.

○ Brad downloaded the course outlines dutifully, and reviewed all that had been released every single night up until the exam.

○ Cora set up a schedule where she would review the materials from a lesson that night, then again three days later, then a week later, then once more right before the exam.

○ Deneshia downloaded the resources from the course site, and in the week before the exam, she reviewed them every other day.

You answered "After each class period, Ana downloaded the class outline and looked it over, then she looked them all over right before the exam."
This is <mark>INCORRECT</mark>

This plan does the best job of providing many opportunities to practice retrieving the knowledge, and it also spaces out the practice. Those gaps between attempts can be used for restudying topics you struggled on, and can make each retrieval attempt more powerful.

You answered "Brad downloaded the course outlines dutifully, and reviewed all that had been released every single night up until the exam."
This is **INCORRECT**

Brad is diligent in his efforts, but his plan to study all the material each night means he probably isn't spending enough time on each piece of content to actually learn it, and he's not giving himself those gaps that can strengthen his retention when he practices his recall after them.

You answered "Cora set up a schedule where she would review the materials from a lesson that night, then again three days later, then a week later, then once more right before the exam."
This is **CORRECT**

Cora does the best job of spacing. She commits initial effort to learning the content, then practices on a schedule that involves longer and longer delays, which challenge her recall of the material. This effort and spacing has the best potential make it stick over very long periods of time.

You answered "Deneshia downloaded the resources from the course site, and in the week before the exam, she reviewed them every other day."
This is **INCORRECT**

Deneshia is practicing good spacing and may be really investing a lot of time into her review. However, she left herself only a week worth of time to rehearse a ton of material, which makes it hard for her to master it all before the day of the exam.

Module 1.2: Spacing

Now consider how to space this practice out.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

Check your understanding:

Assuming you spend an equal amount of study time ON each strategy, which of the following does research suggest is more effective for learning?

○ Distributing the studying and restudying of the same content over a long period of time
○ Massing the studying and restudying of the same content over a short period of time

Describe how you can combine the self-testing and spacing strategies.

You answered that "${q://QID34/ChoiceGroup/SelectedChoices}" was the learning strategy that is more effective in improving performance.

Yes! Even when the total study time is the same, spacing your repetition of the material over a long time span

tends to be better than massing it into a short time span.

You answered that "${q://QID34/ChoiceGroup/SelectedChoices}" was the learning strategy that is more effective in improving performance.

No. Even when the total study time is the same, spacing your repetition of the material over a long time span tends to be better than massing it into a short time span.

Compare your answer to the sample answer below.

Question:	Describe how you can combine the self-testing and spacing strategies.
Your Answer:	${q://QID35/ChoiceTextEntryValue}
Sample Answer	You can combine the two strategies by spacing your self-testing on given content. For example, you could self-test after reading a chapter and then decide to self-test on that chapter again after two weeks.

Does your reasoning match the reasoning in the sample answer?

○ Yes
○ Somewhat
○ No

Let's review the last question and your response one more time.

Question:	Describe how you can combine the self-testing and spacing strategies.
Your Answer:	${q://QID35/ChoiceTextEntryValue}
Sample Answer	You can combine the two strategies by spacing your self-testing on given content. For example, you could self-test after reading a chapter and then decide to self-test on that chapter again after two weeks.

In a few sentences, highlight the key pieces of the model answer that you also included in yours. Then point out the pieces of the model answer you missed, and elaborate on what you would add to or change about your answer.

In a sentence, point out the most important pieces of the model answer, and explain how your answer was similar to them.

In a few sentences, note any pieces of the model answer that you did include in yours. Then point out the pieces of the model answer you missed, and elaborate on what you would add to or change about your answer.

Summary for Module 1.2

Click to write the question text

1.3 PRE: Self-explanation

Let's check the knowledge you already have about self-explanation. Please read and respond to the following question(s):

What is self explanation?

○ It's when you work out a math problem in front of a classroom full of peers
○ It's when you are trying to explain new information to yourself and make sense of the content
○ It's when you repeatedly review tests you've already taken
○ It's when you attend a peer-review session and they explain the concept to you

You answered "It's when you work out a math problem in front of a classroom full of peers"
This is **INCORRECT**

You answered "It's when you are trying to explain new information to yourself and make sense of the content"
This is **CORRECT**

You answered "It's when you repeatedly review tests you've already taken"
This is **INCORRECT**

You answered "It's when you attend a peer-review session and they explain the concept to you"
This is **INCORRECT**

Consider how you could use an explanation strategy to study in this scenario: The upcoming exam includes a chapter on cellular respiration. The concept involves a few key ideas that aren't easy to understand at first, as well as a complex procedure involving many steps that need to also be understood individually.

○ A- Read the topic closely, then do it again and again until you think you know it.
○ B- Transcribe all the details exactly as stated in the textbook into a notebook so you can restudy them later.
○ C- Write all you can remember about the concept, then check what you wrote against the description in the textbook. Highlight the parts where your answer falls apart, then restudy the topic, and give another shot at explaining it.
○ D- Practice explaining the concept to another student who is in your class. Ask them to point out parts of your answer that didn't sound like the way it was explained in the textbook. Then, look them up together and discuss what you didn't get.
○ E- Rehearse the individual pieces repeatedly, until the larger concept makes sense to you.

Check your knowledge

You Selected: "${q://QID220/ChoiceGroup/SelectedChoices}"

Answers C and D both reflect the "self-explanation principle" a potent learning strategy that psychologists find helps students learn complex concepts and lengthy procedures. You can use it to study for learning objectives that focus on explaining concepts and procedures in biology, as well as in other courses, and it should work well.

Answer E reflects retrieval practice of the component parts of the bigger concept. You might also rehearse these pieces of knowledge, so you understand them individually, and they help you understand the bigger concept.

Module 1.3: Self-explanation

Self-testing can also be used as a way to practice generating explanations.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

Practice self-explanation

Example 1: How does blood move through the circulatory system?

The circulatory system (cardiovascular system) delivers nutrients and oxygen to all cells in the body. It consists of the heart and the blood vessels running through the entire body. The arteries carry blood away from the heart; the veins carry it back to the heart. The system of blood vessels resembles a tree: The "trunk", the main artery (aorta), branches into large arteries, which split into smaller and smaller vessels. The smallest arteries end in a network of tiny vessels, the capillary network. There is not only one circulatory system, but two, which are connected: The systemic circulation provides organs, tissues, and cells with blood so that they get oxygen and other vital substances. The pulmonary circulation is where the fresh oxygen we breathe in enters the blood. At the same time, carbon dioxide is released from the blood.
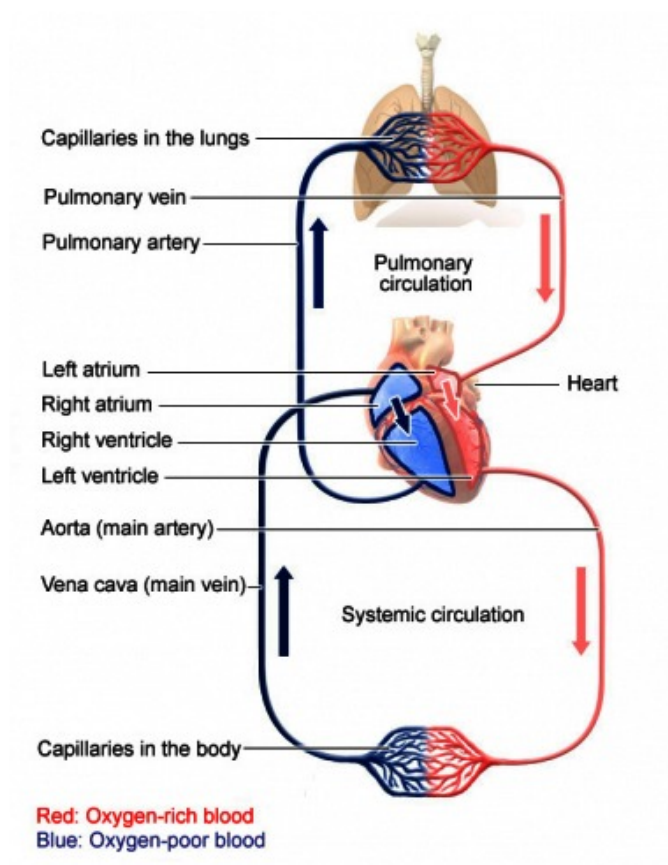
	Not At All	Some	Mostly	Entirely
Rate how confident you are that you understand how the circulatory system works.	○	○	○	○

Self-explanation practice:

So... How does the blood circulatory system work? In the space below, explain how the circulatory system works in as much detail as you can recall.

Question:	How does the blood circulatory system work? In the space below, explain how the circulatory system works in as much detail as you can recall.
Your Answer	${q://QID19/ChoiceTextEntryValue}
Sample Answers	The blood circulatory system (cardiovascular system) delivers nutrients and oxygen to all cells in the body. It consists of the heart and the blood vessels running through the entire body. The arteries carry blood away from the heart; the veins carry it back to the heart. The system of blood vessels resembles a tree: The "trunk", the main artery (aorta), branches into large arteries, which ramify into smaller and smaller vessels. The smallest arteries end in a network of tiny vessels, the capillary network. There is not only one blood circulatory system in the human body, but two, which are connected: The systemic circulation provides organs, tissues and cells with blood so that they get oxygen and other vital substances. The pulmonary circulation is where the fresh oxygen

	we breathe in enters the blood. At the same time, carbon dioxide is released from the blood.

Evaluate your self-explanation

How close was your answer to the sample explanation? In the space below, note:

1. How well were you able to explain how the circulatory system works?
2. In what areas or ways did you have difficulty explaining the circulatory system?
3. What could you do to improve your learning if this were a learning objective in your course?

Here's one more chance to practice self-explanation, but this time, let's use it as a strategy to further develop our understanding of the learning strategies that are covered in this activity.

Explain how self-testing your response to how the circulatory system works improved your understanding of the concept?

To this point, you have been shown a video about this topic, and now have self-tested a few times. You might notice that your understanding continues to improve as you keep working to develop your knowledge.

	Compare your answer to the sample answer below.
Your Answer:	${q://QID40/ChoiceTextEntryValue}

Sample Answer	When I self-test, I practice retrieving information and organizing it in different ways. This creates new neural connections that make it easier to retrieve the information later, and even learn more after I self-test. Moreover, since I also attempt to generate an answer during self-testing (instead of just relying on the broad feeling of knowing based on my familiarity with the topic), I am more likely to identify gaps in my understanding.

This cycle of self-explanation self-testing, and continued practice until you reach mastery is an important part of self-regulated learning, which is our next topic.

Summary for Module 1.3

Click to write the question text

Module 1: Overview

Use what you've learned

Based on what you have learned about self-testing, spacing, and self-explanation, consider what resources are available to you to use these learning skills in your coursework.

For the questions below, list some features of the LMS course site that will enable you to use the skills. For each feature, explain how you can use it for the given skill.

In a few sentences, write the name of your course, describe the topics that it covers and list the resources that are available to help you learn the content.

Resources for self-testing
What resources would help you use self-testing?

> [text entry box]

Resources for spacing

What resources would help you space out your studying?

> [text entry box]

Resources for self-explanation

What resources might be appropriate for using self-explanation?

> [text entry box]

There are many ways in which you could have answered the first three questions since the answer is specific to your course.

Please compare your answers to the sample answers.

1)Self-testing:	Your Answer:	${q://QID21/ChoiceTextEntryValue}
	Sample Answer	To self-test, I can take advantage of the posted learning objectives. I can turn each learning goal into a question and then try to answer these questions. I can also use self-assessment quizzes and practice on homework problem sets and questions on the exam guide.
2)Spacing:	Your Answer:	${q://QID45/ChoiceTextEntryValue}
	Sample Answer:	Whenever I finish studying, I can use the calendar tool to schedule a reminder to practice again what I learned.
	Your	

3) Self-explanation:	**Answer:**	${q://QID22/ChoiceTextEntryValue}
	Sample Answer:	I can use some kind of Learning Assistant tool to remind me to self-explain as I am studying. I can also use learning objectives provided by the instructor, or the ones that appear in the textbook, to see whether I can explain the concepts covered in the objectives.

2.1 PRE: SRL pt 1

Let's check the knowledge you already have about self-regulated learning. Please read and respond to the following question(s):

What is self-regulated learning?

○ It is when students regulate their peer's learning and monitor their performance to give them tips of improvement

○ It is when students take charge of their learning and monitor their progress throughout the learning process

○ It is when students ask their teacher how they learn best and copy that learning strategy

○ It is when students plan how to learn a lot of information two days before a test

You answered "It is when students regulate their peer's learning and monitor their performance to give them tips of improvement"
This is **INCORRECT**

You answered "It is when students take charge of their learning and monitor their progress throughout the learning process"
This is **CORRECT**

You answered "It is when students ask their teacher how they learn best and copy that learning strategy"
This is **INCORRECT**

You answered "It is when students plan how to learn a lot of information two days before a test"

This is **INCORRECT**

The first stage in self regulated learning is defining a task. Which student effectively completes the first stage?

○ Alice consults the course schedule and assigns blocks on her own calendar to complete all the assigned readings. During those times, she pays close attention to the key vocabulary words highlighted in the text.

○ Barry develops a system that he applies when he completes each assigned reading: he color codes all his material while studying and assigns a color to each concept definition

○ Cora seeks out the syllabus to review the course objectives her instructor lists, and the assigned content for the upcoming lessons in the unit. She then reads the learning objectives that precedes the textbook sections she is to read, and commits them to memory.

○ Dana considers what she will need to learn in order to succeed in the course and begins by consulting the learning objectives in the syllabus and those listed at the beginning of each assigned lesson or reading. She first considers the topic to be covered, then considers the level of understanding she will need to demonstrate, when tested on it on course exams.

You answered: either "Alice consults the course schedule and assigns blocks on her own calendar to complete all the assigned readings. During those times, she pays close attention to the key vocabulary words highlighted in the text." or "Barry develops a system that he applies when he completes each assigned reading: he color codes all his material while studying and assigns a color to each concept definition

This is **INCORRECT**

Alice and Barry both pay attention to the timing and topics assigned in the course, and do a good job establishing a system for engaging in the assigned coursework. However, neither considers the instructor's objectives, which will ultimately determine how much importance is placed on the topics, and how well one must understand them. Alice's methods might work well for improving their knowledge of terms and definitions and Barry's might help him understand concepts that span multiple topics if he notices and color codes them accurately, but neither student is likely to focus on the content that the instructor believes to be most important, or to learn it at the level of understanding that is expected.

You answered: "Cora seeks out the syllabus to review the course objectives her instructor lists, and the assigned content for the upcoming lessons in the unit. She then reads the learning objectives that precedes the textbook sections she is to read, and commits them to memory."

This is **INCORRECT**

Cora gets off to a great start by reading her learning objectives, but she needs to go a step

further and analyze which of these learning objectives require her to learn at a factual level and which require a deeper, more conceptual level, and when she will be expected to apply the knowledge to real world situations.. It's not necessary to memorize the objectives, but looking at the topic and level of understanding is key to defining a task, as is identifying learning resources that can help develop that understanding.

You answered: "Dana considers what she will need to learn in order to succeed in the course and begins by consulting the learning objectives in the syllabus and those listed at the beginning of each assigned lesson or reading. She first considers the topic to be covered, then considers the level of understanding she will need to demonstrate, when tested on it on course exams."
This is **CORRECT**

Dana's approach helped her understand the instructor's focus and the expectations she will need to meet on an objective by objective basis. Now she is ready to consider the learning materials she can use to acquire that knowledge and make a plan for doing so.

Module 2.1 SRL pt 1

Module 2: Self-Regulated Learning

This module will provide you with a platform to identify and set learning goals and take charge of your own learning.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

▶

List all stages of the four-stage model of self-regulated learning.

Stage 1	[text entry]
Stage 2	[text entry]
Stage 3	[text entry]
Stage 4	[text entry]

	List all stages of the four-stage model of self-regulated learning.	
	Your Answers:	Sample Answers:
Stage 1:	${q://QID52/ChoiceTextEntryValue/4}	Define the task
Stage 2:	${q://QID52/ChoiceTextEntryValue/5}	Set goals and develop a plan
Stage 3:	${q://QID52/ChoiceTextEntryValue/6}	Execute the plan
Stage 4:	${q://QID52/ChoiceTextEntryValue/7}	Monitor your learning (and adapt if needed)

Summary for Module 2.1 pt 1

Click to write the question text

2.1 PRE: SRL pt 2

Let's further check the knowledge you already have about self-regulated learning. Please read and respond to the following question(s):

Why are learning objectives important to study?

○ They are like a study guide where the verb gives you the type of question that the instructor will ask
○ They should be studied verbatim because the instructor will ask you a question about what the learning objective said.
○ They aren't important to study and you should ignore them.
○ They help give you a brief overview of the course concepts so you can gauge the difficulty of the course

You answered "They are like a study guide where the verb gives you the type of question that the instructor will ask"
This is <mark style="background-color:#5EE191">**CORRECT**</mark>

Finding your learning objectives is important to your success in the course. Learning objectives reveal a lot about concepts instructors want to emphasize.

You answered "They should be studied verbatim because the instructor will ask you a question about what the learning objective said."
This is <mark style="background-color:#F4603E">**INCORRECT**</mark>

There is no need to go too in-depth with learning objectives and study them verbatim.

You answered "They aren't important to study and you should ignore them."
This is <mark style="background-color:#F4603E">**INCORRECT**</mark>

Learning objectives are a hidden study guide. You should never underestimate them.

You answered "They help give you a brief overview of the course concepts so you can gauge the difficulty of the course"
This is INCORRECT

Learning objectives can give you a brief overview of the course concepts, but that is not why you should study them. Instead, you should study them so that you can understand what the instructor aims to put on their exams.

Ms. Anna gave her students the following learning objective to study: "Identify the characteristics and basic needs of living organisms and ecosystems." Based on this learning objective, which student did the best job interpreting the objective and selecting an appropriate learning strategy to enact?

○ Ally finds the information in her textbook and class notes and chooses to rehearse it using retrieval practice strategies every few days

○ Barry rereads the textbook with this information in it until he is confident he knows the material

○ Claire studies the basic definition of living organisms and ecosystems using her textbook and her notes she took during the lecture.

○ Dan decides to focus in lecture whenever the keywords in this learning objective are recited.

You answered: "Ally finds the information in her textbook and class notes and chooses to rehearse it using retrieval practice strategies every few days"
This is CORRECT

We can classify this learning objective as knowledge level which means in order to solidify the knowledge we just need to find the information in our resources and memorize it.

You answered: "Barry rereads the textbook with this information in it until he is confident he knows the material"
This is INCORRECT

Rereading it can help passively learn the information, but it is not the most effective strategy.

You answered: "Claire studies the basic definition of living organisms and ecosystems using her textbook and her notes she took during the lecture."
This is INCORRECT

Studying the basic definition is the first step, but it's important to read everything the learning objective is asking for. The objective asks for the characteristics and needs. Just studying the definition won't help with understanding this information.


You answered: "Dan decides to focus in lecture whenever the keywords in this learning objective are recited."
This is <mark style="background-color: #f4511e; color: white;">**INCORRECT**</mark>

Listening to lecture just for this learning objective will not help you understand other content that might be relevant to the upcoming test. You should listen to all of lecture to notice what your instructor decides to emphasize as these are concepts that will likely show up on your exam.

Module 2.1 SRL pt 2

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.
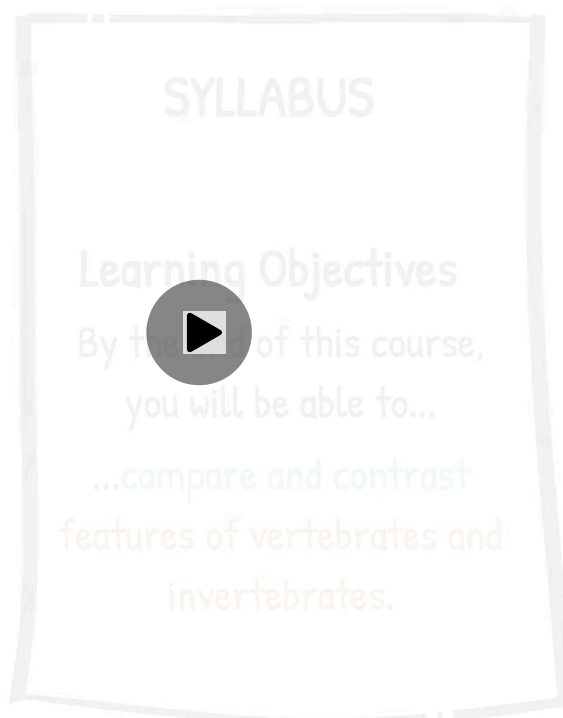
Answer the following questions to practice defining the task.

Consider the following learning objective:

Recite the limit definition of derivative.

What level of understanding does this learning objective suggest you would need to achieve?

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the above-mentioned learning objective.

Consider the following learning objective: "Recite the limit definition of derivative." What level of understanding does this learning objective suggest you would need to achieve?	
Your Answer:	${q://QID53/ChoiceTextEntryValue}
Sample Answer:	The verb "recite" suggests that this learning objective requires a knowledge level of understanding.

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the above-mentioned learning objective.

Your Answer:	${q://QID54/ChoiceTextEntryValue}
Sample Answer:	A simple rehearsal should suffice for a learning objective at the knowledge level of understanding. One could create a flashcard for the definition and practice retrieving it. Memorization is easier if what is being learned is meaningful; therefore, trying to imagine what the definition represents could be one way to make it more likely that you will remember it longer.

Does the reasoning in your answer match the reasoning in the sample answer?

○ Yes
○ Somewhat
○ No

Let's review the last question and your response one more time.

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the above-mentioned learning objective.		
Your Answer:	${q://QID54/ChoiceTextEntryValue}	
Sample Answer:	A simple rehearsal should suffice for a learning objective at the knowledge level of understanding. One could create a flashcard for the definition and practice retrieving it. Memorization is easier if what is being learned is meaningful; therefore, trying to imagine what the definition represents could be one way to make it more likely that you will remember it longer.	

In a sentence, point out the most important pieces of the model answer, and explain how your answer was similar to them.

In a few sentences, highlight the key pieces of the model answer that you also included in yours. Then point out the pieces of the model answer you missed and elaborate on what you would add to or change about your answer.

In a few sentences, note any pieces of the model answer that you did include in yours. Then point out the pieces of the model answer you missed, and elaborate on what you would add to or change about your answer.

Summary for Module 2.1 pt 2

Click to write the question text

2.1 PRE: SRL pt 3

Let's further check the knowledge you already have about self regulated learning. Please read and respond to the following question(s):

Select the resources that would be helpful to your success in the course

- ☐ Textbook
- ☐ Course manual
- ☐ Course handouts

You answered: "${q://QID287/ChoiceGroup/SelectedChoices}"

This is <mark>INCORRECT</mark>

All of the resouces listed are important to analyze for your success in the course.

You answered: "${q://QID287/ChoiceGroup/DisplayedChoices}"
This is <mark>CORRECT</mark>

These resources are incredibly important to review and master as they hold a lot of information relevant to your exams.

Which student approaches the following learning objective correctly? "Describe the intricate relationship between various cellular structures and their corresponding functions."

○ Andy finds the word "cellular structure" and "function" in his textbook memorizes/defines these words
○ Brad creates a relationship diagram to analyze the connections between different cellular structures and their functions
○ Cory discusses the definition of cellular structures and functions and writes it down to memorize later.
○ Dani rereads the textbook with this information until it is memorized.

You answered: "${q://QID315/ChoiceGroup/SelectedChoices}"
This is <mark>INCORRECT</mark>

Andy, Cory, and Dani classify this learning objective as knowledge level based on how they decide to approach it. This objective is analysis level, thus discussing the connection/relationship between cellular structures and their corresponding functions is especially important. Simply memorizing the definitions does not help you with understanding the objective.


You answered: "Brad creates a relationship diagram to analyze the connections between different cellular structures and their functions"
This is <mark>CORRECT</mark>

Brad creates a visual representation of the connection between various cellular structures and their corresponding functions. The objective we are dealing with is analysis level, thus visualizing and understanding connections is important.

Module 2.1 SRL pt 3

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.
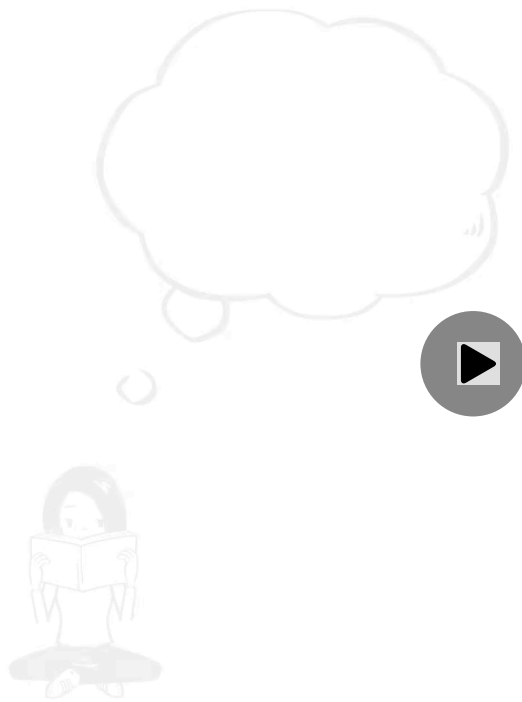
Now let's try it with a different subject. Consider this learning objective:

Develop and apply a simple decision matrix to a design problem.

What level of understanding does this learning objective suggest you would need to achieve?

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the second learning objective.

"Develop and apply a simple decision matrix to a design problem."	
What level of understanding does this learning objective suggest you would need to achieve?	
Your Answer:	${q://QID55/ChoiceTextEntryValue}
Sample Answer:	A simple rehearsal should suffice for a learning objective at the knowledge level of understanding. One could create a flashcard for the definition and practice retrieving it. Memorization is easier if what is being learned is meaningful; therefore, trying to imagine what the definition represents could be one way to make it more likely that you will remember it longer.

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the above-mentioned learning objective."Develop and apply a simple decision matrix to a design problem."

Your Answer:	${q://QID56/ChoiceTextEntryValue}
Sample Answer:	This learning objective requires a relatively high level of understanding, therefore students who need to study for this type of learning objective cannot limit themselves to memorization. The prerequisite knowledge for this objective would be to learn what a decision matrix is (its definition). That could be done by locating the information in the textbook or lecture slides. Memorization strategies could be applied at this point—for example, students could self-test on listing features that a decision matrix should have.
	To reach a comprehension level of understanding, it would be useful to find a sample decision matrix and try to self-explain why its author has developed it that way.
	To finally rise to the application level that this learning objective requires, students could come

	up with several design problems and practice developing decision matrices in the contexts of those problems

Does the reasoning in your answer match the reasoning in the sample answer?

○ Yes
○ Somewhat
○ No

Let's review the last question and your response one more time.

Name a strategy (or strategies) that you could use to develop the level of understanding you determined for the above-mentioned learning objective."Develop and apply a simple decision matrix to a design problem."

Your Answer:	${q://QID56/ChoiceTextEntryValue}
Sample Answer:	This learning objective requires a relatively high level of understanding, therefore students who need to study for this type of learning objective cannot limit themselves to memorization. The prerequisite knowledge for this objective would be to learn what a decision matrix is (its definition). That could be done by locating the information in the textbook or lecture slides. Memorization strategies could be applied at this point—for example, students could self-test on listing features that a decision matrix should have. To reach a comprehension level of understanding, it would be useful to find a sample decision matrix and try to self-explain why its author has developed it that way. To finally rise to the application level that this learning objective requires, students could come up with several design problems and practice developing decision matrices in the contexts of those problems

In a sentence or two, explain some similarities and differences between the strategies described in your answer and the model answer and describe a learning situation in which you have or could have used a decision matrix to

aid in your studying.

In a few sentences, highlight the key pieces of the model answer that you also included in yours. Then point out the pieces of the model answer you missed and elaborate on what you would add to or change about your answer.

In a few sentences, note any pieces of the model answer that you did include in yours. Then point out the pieces of the model answer you missed, and elaborate on what you would add to or change about your answer.

Summary for Module 2.1 pt 3

Click to write the question text

2.2 PRE: SRL Goals

Let's check the knowledge you already have about setting goals for yourself and making plans to reach those goals. Please read and respond to the following question(s):

What important characteristics should subgoals have?

- [ ] Achievable
- [ ] Near-term

☐ Specific

☐ Long-term

☐ Relevant

You answered: "${q://QID226/ChoiceGroup/DisplayedChoices}"

This is **CORRECT**

You answered: "${q://QID226/ChoiceGroup/SelectedChoices}"

This is **INCORRECT**

Sub-goals should be achievable, near-term, specific, and relevant.

Which student creates the best sub-goal for the following task: student wants to get an A in biology class?

○ Anne is going to read as many pages as she can in her textbook before her test in 5 days.

○ Bob is going to study all the study guides before his final, a little each day.

○ Clyde is going to study/read one chapter from his biology textbook each day until his test in 7 days.

○ Dani is going to read a 400 page textbook before her biology test in 5 days.

You answered: "Anne is going to read as many pages as she can in her textbook before her test in 5 days."

This is **INCORRECT**

Anne's sub-goal is not specific. She needs to specify how many pages she will read in her textbook each day before her test.

You answered: "Bob is going to study all the study guides before his final, a little each day."

This is **INCORRECT**

Bob's sub-goal is too long-term and again not as specific as it could be.

You answered: "Clyde is going to study/read one chapter from his biology textbook each day until his test in 7 days."
This is **CORRECT**

Clyde's sub-goal is specific, relevant, achievable, and near term.

You answered: "Dani is going to read a 400 page textbook before her biology test in 5 days."
This is **INCORRECT**

Dani's sub-goal isn't achievable. Reading 400 pages in 5 days is difficult to achieve, thus Dani should aim lower or leave herself more time to read before the test.

Module 2.2 SRL Goals

Next, you'll learn about how to set goals for yourself and make plans to reach those goals.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

What are the four criteria that make a goal a good one?

Criteria #1

Criteria #2

Criteria #3

Criteria #4

Compare your answers to the sample answers.

	What are the four criteria that make a goal a good one?	
	Your Answers:	Sample Answers:
Criteria 1:	${q://QID60/ChoiceTextEntryValue/4}	Achievable
Criteria 2:	${q://QID60/ChoiceTextEntryValue/5}	Near-Term
Critieria 3:	${q://QID60/ChoiceTextEntryValue/6}	Relevant
Critieria 4:	${q://QID60/ChoiceTextEntryValue/7}	Specific

Indicate which of the following are key elements of creating a good plan:

- ☐ Strategies to undertake to meet the goal
- ☐ Resources that can be used to employ the strategies selected
- ☐ Criteria for determining if progress is being made

Exactly! A good plan should include all of those elements! A good plan lays out a method for achieving subgoals, makes specific reference to strategies and resources, and supplies a way of knowing when the goal (incl. its subgoals) has been achieved. If any of these elements are missing, it is often difficult to know how to achieve the goal.

Close, but not quite. A good plan includes all three listed options. It lays out a method for achieving subgoals, makes specific reference to strategies and resources, and supplies a way of knowing when the goal (incl. its subgoals) has been achieved. If any of these elements are missing, it is often difficult to know how to achieve the goal.

Summary for Module 2.2

Click to write the question text

2.3 PRE: SRL Monitoring your Learning

Let's check the knowledge you already have about this topic. Please read and respond to the following question(s):

What does monitoring your learning effectively mean?

- ◯ Adapt your learning to accommodate what you don't know
- ◯ Watching other students perform their learning task and following them

○ Rereading textbook passages on all of the important topics

○ Reread missed questions and their answer choices until you memorize the correct answer

---

You answered: "Adapt your learning to accommodate what you don't know"
This is **CORRECT**

You answered: "Watching other students perform their learning task and following them"
This is **INCORRECT**

You answered: "Rereading textbook passages on all of the important topics"
This is **INCORRECT**

You answered: "Reread missed questions and their answer choices until you memorize the correct answer"
This is **INCORRECT**

Which student monitors their learning the best?

○ Anish monitors what his friends are doing and tries to copy their learning strategies

○ Bria rereads the textbook until the information is well memorized and understood

○ Carrie continues to test herself with flashcards repetitively

○ After Denise completes one self-test, she asks herself if she is retaining the information with this strategy.

You answered: "Anish monitors what his friends are doing and tries to copy their learning strategies"
This is **INCORRECT**

Anish should be monitoring himself rather than his friends as strategies that work for them might not work for him.

You answered: "Bria rereads the textbook until the information is well memorized and understood"
This is **INCORRECT**

As we know, rereading the textbook is incredibly ineffective, but this strategy also does not

help with monitoring your learning

You answered: "Carrie continues to test herself with flashcards repetitively"
This is <mark>INCORRECT</mark>

Using flashcards for memorization can be a helpful tool but with no sort of "check-in" involved, Carrie won't be able to see if flashcards is helping her study the most effectively, and adapt her ways if not.

You answered: "After Denise completes one self-test, she asks herself if she is retaining the information with this strategy. "
This is <mark>CORRECT</mark>

Denise monitors her learning by asking herself if the self-testing she is completing is helping her learn the information or not. If it isn't she can choose a new strategy, but if it is, she can continue utilizing the same strategy.

Module 2.3 SRL Monitoring your Learning

Now that you've completed the first two stages of self-regulation, it's time to look at how to monitor and adapt your learning.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

The following questions will have you reflect on your learning and think about how you can use monitoring to improve your studying.

Think of a recent time when monitoring your learning could have helped you to study more effectively and perform better in a course. What did you do and what could you have done differently?

> Think of a recent time when monitoring your learning could have helped you to study more effectively and perform better in a course. What did you do and what could you have done differently?

> > If we posed this question to Emily when she was trying to meet the challenging objective about exercise and body systems (from Stage 2), she might reflect back and admit that she made a number of poor choices when studying.

Sample Answer:	Her process was clearly flawed because she didn't do a good job of breaking down her task into manageable subgoals. As a result, she probably struggled to select strategies that could help her build knowledge and comprehension. Without clear goals or a plan to achieve them, she also couldn't monitor her progress appropriately.
Your Answer	${q://QID66/ChoiceTextEntryValue}

List some strategies for monitoring your learning process.

Depending upon the learning objective, you might choose different ways of monitoring your process.

The monitoring strategies you listed were:
  ${q://QID70/ChoiceTextEntryValue}

Some other examples are below:
For a single study session, you might use an alarm to remind you to check-in:

- Are you focusing?
- Is your method helping you learn?

Now, describe a method you might use to monitor your progress toward a learning objective. Be sure to specifically describe the evidence you will use from your studying to decide whether you are learning.

Compare your answer to the sample answer provided for you.

> Describe a method you might use to monitor your progress toward a learning objective. Be sure to specifically describe the evidence you will use from your studying to decide whether you are learning.

Your Answer:	${q://QID68/ChoiceTextEntryValue}
Sample Answer	No matter what the learning objective is, you can always test yourself and see whether your answer matches a solution (to a practice problem or self-quiz item) or a model answer (that appears in your textbook or course material). You might use your list of learning objectives and rate how your performance compares to the standard for each. You can then highlight the objectives you have not yet mastered, and refocus your studying and practice on those ones.

Summary for Module 2.3

Click to write the question text

Module 2- Self-regulated learning Overview

Use What You've Learned:

Now that you've learned how to self-regulate, let's put it to work in your course to help you learn more effectively. Complete the questions below in order to practice implementing the stages of the self-regulated learning process.

Stage 1: Define the task

On your course website, find a document that contains the learning objectives for your course. Open the document, and paste here a few objectives you know you will need to meet in the coming week(s).

[   ]

Now pick one learning objective and state:

1) The topic it addresses

2) The level of understanding you will need to achieve

[   ]

Consider the resources available to you! Look back to your course site, and any digital learning resources available to you. List them below.

[   ]

What resources do you have available for *offline* use? These might include print resources like textbooks, handouts, course materials from your instructor, as well as lecture notes you annotated or original notes you took when studying. These might also include other available online resources such as a companion software for the course. Each of these resources may provide additional reading, diagrams, activities, self-tests, and so on.

Stage 2: Set goals and make a plan

Here is a summary of what you entered.

Learning Objective	${q://QID155/ChoiceTextEntryValue}
Topic/level of understanding	${q://QID156/ChoiceTextEntryValue}
Digital Resources	${q://QID157/ChoiceTextEntryValue}
Non-digital Resources	${q://QID158/ChoiceTextEntryValue}

Propose a specific plan that can help you achieve the learning objective you picked in Stage 1.
Make sure the details of your plan are specific, feasible, near-term, and relevant. Your plan should include some strategies you can use, the resources you will access, as well as a schedule for your studying.

Stage 3: Execute the plan with learning strategies

Stage 3 will be to actually carry out your plan. As you do that, you'll also move on to Stage 4 and monitor your learning.

Stage 4: Monitor your learning

Learning Objective	${q://QID155/ChoiceTextEntryValue}

Topic/level of understanding	${q://QID156/ChoiceTextEntryValue}
Digital Resources	${q://QID157/ChoiceTextEntryValue}
Non-digital Resources	${q://QID158/ChoiceTextEntryValue}

What will you do to monitor your learning process? How will you maintain your focus? How will you evaluate whether your approach is working? List some monitoring activities you can conduct below.

How will you determine if you have achieved your learning objective?

3.1 PRE: Achieve your Goal Pt 1

Let's check the knowledge you already have about thinking and planning your goals. Please read and respond to the following question(s):

Which of the following best defines what mental contrasting helps you do?

○ Helps combine concepts of indulging and dwelling into your goals so that you can pursue the goals you set

○ It helps you turn the behaviors you want to use to reach your goals into habits

○ It helps you think too much about how good it would feel to achieve that goal

○ It helps you you think about all the obstacles that will prevent you from reaching your goal

You answered: "Helps combine concepts of indulging and dwelling into your goals so that you can pursue the goals you set"
This is **CORRECT**

You answered: "It helps you turn the behaviors you want to use to reach your goals into habits"
This is **INCORRECT**

You answered: "It helps you think too much about how good it would feel to achieve that goal"
This is **INCORRECT**

You answered: "It helps you you think about all the obstacles that will prevent you from reaching your goal"
This is **INCORRECT**

What student utilizes mental contrasting the best for the following goal: Student wants to go on a walk everyday for 30 minutes?

○ Addy thinks about how it's difficult to find time in her day to go on a walk but then thinks about how a walk would feel like a relaxing mental reset.

○ Blair thinks about how good a walk would feel for her mental health and to see nature.

○ Carrie thinks about how a walk would relax her and allow her to feel healthier but then thinks about how a walk is time-consuming.

○ Darryl thinks about how time consuming going on a walk everyday would be.

You answered: "Addy thinks about how it's difficult to find time in her day to go on a walk but then thinks about how a walk would feel like a relaxing mental reset."
This is **INCORRECT**

This answer choice combines both indulging and dwelling but follows the wrong order. One should start their goals with indulging and then dwelling.

You answered: "Blair thinks about how good a walk would feel for her mental health and to see nature."
This is **INCORRECT**

This answer choice just consists of indulging.

You answered: "Darryl thinks about how time consuming going on a walk everyday would be."
This is **INCORRECT**

This answer choice consists of just dwelling.

You answered: "Carrie thinks about how a walk would relax her and allow her to feel healthier but then thinks about how a walk is time-consuming."
This is **CORRECT**

This answer choice combines both indulging and dwelling and does it in the right order.

Module 3.1 Achieve your Goal Pt 1

Module 3: Achieve your goals

In this module, you will learn how to make it more likely that you achieve your goals (academic or non-academic). This part focuses on the way you think about and plan for learning.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

▶

Describe in your own words the three steps of using Mental Contrasting.

Step 1
Step 2
Step 3

Compare your answers on the three steps of using Mental Contrasting to the sample answers below:

|	Your Answer	Sample Answer
Step 1	${q://QID80/ChoiceTextEntryValue/1}	Decide which goal you want to achieve.
Step 2	${q://QID80/ChoiceTextEntryValue/2}	Imagine what it would feel like to achieve this goal.
Step 3	${q://QID80/ChoiceTextEntryValue/3}	Imagine the obstacles that might prevent you from achieving the goal.

Module 3.1 Achieve your Goal Summary Video

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.
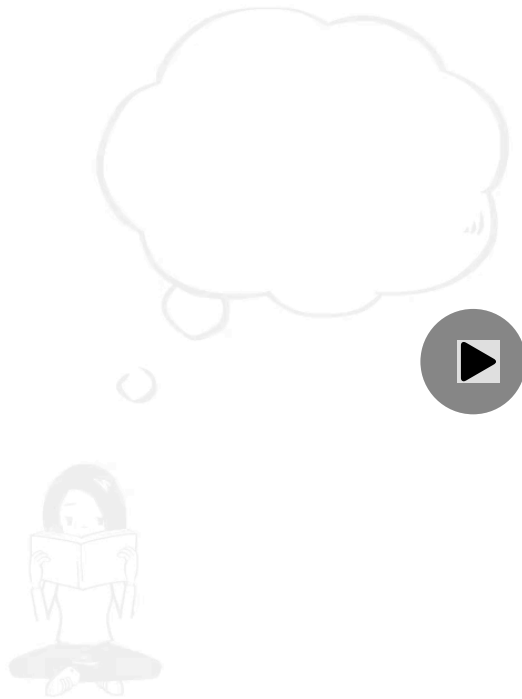
3.2 PRE: Achieve your Goal Continued

Let's further check the knowledge you already have about achieving goals. Please read and respond to the following question(s):

What characteristics should implementation intentions have?

○ They should be specific so that you can address each obstacle but there also shouldn't be too many
○ They should be addressing all of your obstacles (at least 7-9)
○ They should be vague so that you can adapt your implementation intentions
○ You should only create one implementation intention

You answered: "They should be specific so that you can address each obstacle but there also shouldn't be too many"
This is **CORRECT**

You answered: "They should be addressing all of your obstacles (at least 7-9)"
This is **INCORRECT**

You answered: "They should be vague so that you can adapt your implementation intentions"
This is **INCORRECT**

You answered: "You should only create one implementation intention"
This is **INCORRECT**

Which student effectively utilizes implementation intentions towards the following goal: Student wants to lose 5 pounds?

○ Anna makes a schedule of her day to go to the gym before her classes at 7:30 AM so that she has time in her day.

○ Barry decides to go to the gym whenever he has time throughout his day.

○ Claire can't find a close gym, find time to go to the gym and make healthy meals, and needs someone to babysit her daughter. Because of this she creates a detailed schedule to overcome all of these obstacles,

○ Derek decides to go to the gym after he cooks a healthy meal, until he sees visible results

You answered: "Anna makes a schedule of her day to go to the gym before her classes at 7:30 AM so that she has time in her day."
This is **CORRECT**

This is the correct answer because Anna's implementation intention is specific and focuses on the one obstacle she wants to overcome.

You answered: "${q://QID238/ChoiceGroup/SelectedChoices}"
This is **INCORRECT**

These implementation intentions are too vague and not specific enough.

You answered: "Claire can't find a close gym, find time to go to the gym and make healthy meals, and needs someone to babysit her daughter. Because of this she creates a detailed schedule to overcome all of these obstacles,"
This is **INCORRECT**

Claire is trying to focus on many obstacles at once and creating multiple implementation intentions for it. This will get too confusing for Claire. Remember, less is more!

Module 3.2 Achieve your Goal Continued

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.

Which of these best describes the components of MCII?

○ MCII consists of a) a sustained mental focus on visualizing achieving your goals and ignoring obstacles that could interfere with the goal pursuit, and b) formation of implementation intentions.

○ MCII consists of a) contrasting the imagined positive outcomes of goal achievement with the obstacles that might prevent you from achieving the goal, and b) formation of implementation intentions.

○ MCII consists of a) mentally contrasting your goals with the goals imposed on you by others, and b) thinking positively about achieving your goals.

You selected: ${q://QID78/ChoiceGroup/SelectedChoices}

You are **CORRECT!** MCII consists of mental contrasting and implementation intentions. Mental contrasting involves contrasting the image of achieving your dreams with the obstacles you will have to overcome to make that imagined future come true. Implementation intentions are concrete if-then plans that help you create habitual behaviors to surmount the obstacles to your achievement.

You selected: ${q://QID78/ChoiceGroup/SelectedChoices}

That answer is **incorrect** because it says that mental contrasting involves ignoring obstacles while the opposite is true of the technique.

MCII consists of mental contrasting and implementation intentions. Mental contrasting involves contrasting the image of achieving your dreams with the obstacles you will have to overcome to make that imagined future come true. Implementation intentions are concrete if-then plans that help you create habitual behaviors to surmount the obstacles to your achievement.

You selected: ${q://QID78/ChoiceGroup/SelectedChoices}

That answer is **incorrect** because it incorrectly describes mental contrasting and does not describe implementation intentions as part of the technique.

MCII consists of mental contrasting and implementation intentions. Mental contrasting involves contrasting the image of achieving your dreams with the obstacles you will have to overcome to make that imagined future come true. Implementation intentions are concrete if-then plans that help you create habitual behaviors to surmount the obstacles to your achievement.

Summary for Module 3.2

Click to write the question text

Module 3 Overview

1. Pick a Goal

Pick a goal you would like to achieve. For the purposes of this module, please choose a goal related to the course containing this module.

State the goal you selected below.

Hint: Choose a goal that is challenging yet feasible for you to succeed at.

2. Indulge

Take a moment and consider how it would feel to achieve the goal – Why would achieving this goal be so satisfying? Imagine the relevant events and experiences as vividly as possible – really let your mind go!

Elaborate in writing on what it would feel like to achieve the goal.

3. Consider obstacles

Sometimes things do not work out as well as we would have liked. Think about the obstacles that might prevent you from achieving your goal. What is the most challenging obstacle that stands in your way? What other obstacles might make it hard for you to achieve your goal? Consider your own thoughts and habits – what obstacles of your own creation might make it harder to achieve your goal? Spend some time reflecting on these obstacles.

In the space provided, name the central obstacle. Think about it deeply and imagine the relevant events and experiences as vividly as possible, then elaborate in writing on what could prevent you from achieving your goal.

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4. Make an implementation intention

Now please make an implementation intention that will help you to approach your goal. You may find it useful to think of the main obstacle that you identified and create an implementation intention that can help you overcome this obstacle in particular.

To remind you, an implementation intention should have the following format: "If (I am in a situation X), then (I will do Y)."

Please complete your implementation intention below. Once you're done writing, remember to repeat the implementation intention to yourself a few times and visualize performing it.

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PRE: Achieve Your Goals Part II

Let's check the knowledge you already have about organizing your study environment and session. Please read and respond to the following question(s):

What is an ideal environment for studying?

- ○ One distraction such as your phone out so that you can easily take a break when your brain needs it
- ○ Listening to music while reading textbook passages so that you can make studying more melodic
- ○ Having as little distractions as possible, such as putting your phone away and studying in a quiet environment
- ○ Studying in a big group of your close friends who are all studying different things so you can discuss what each of you are learning

You answered: "One distraction such as your phone out so that you can easily take a break when your brain needs it"
This is **INCORRECT**

You answered: "Listening to music while reading textbook passages so that you can make studying more melodic"
This is **INCORRECT**

You answered: "Having as little distractions as possible, such as putting your phone away and studying in a quiet environment"
This is **CORRECT**

You answered: "Studying in a big group of your close friends who are all studying different things so you can discuss what each of you are learning"
This is **INCORRECT**

Which student has implemented the best strategy for studying?

○ Abby always plays the TV in the background while studying

○ Brayden listens to music in his airpods and studies for 5 hours at a time

○ Carrie group studies with her friends and puts her phone next to her laptop, occasionally talking to her friends as a break

○ Danny studies for 25 minutes and then takes a break for 5 minutes and makes sure that his environment is quiet

You answered: "Abby always plays the TV in the background while studying"
This is **INCORRECT**

Background noise is not optimal for the best learning environment so distractions like the TV, isn't the best strategy for studying

You answered: "Brayden listens to music in his airpods and studies for 5 hours at a time"
This is <mark style="background:red">INCORRECT</mark>

Studying for long hours of time can be less productive than studying periodically, and background noise can limit creating the best studying environment

You answered: "Carrie group studies with her friends and puts her phone next to her laptop, occasionally talking to her friends as a break"
This is <mark style="background:red">INCORRECT</mark>

Studying with your friends is effective until you start to have off-topic conversations with them and having your phone out in front of you is proven to be ineffective

You answered: "Danny studies for 25 minutes and then takes a break for 5 minutes and makes sure that his environment is quiet"
This is <mark style="background:green">CORRECT</mark>

The best approach to studying is to intensively study for some time and then periodically take short breaks within an environment with minimal distractions, which is exactly what Danny does

Achieve Your Goals Part II

Module 3: Achieve your goals Part 2

In this module, you will learn how to make it more likely that you achieve your goals (academic or non-academic). This part focuses on how you organize your study environment and your study session.

Please press play to watch this video. When the video is done, click the blue arrow to go to the next page.
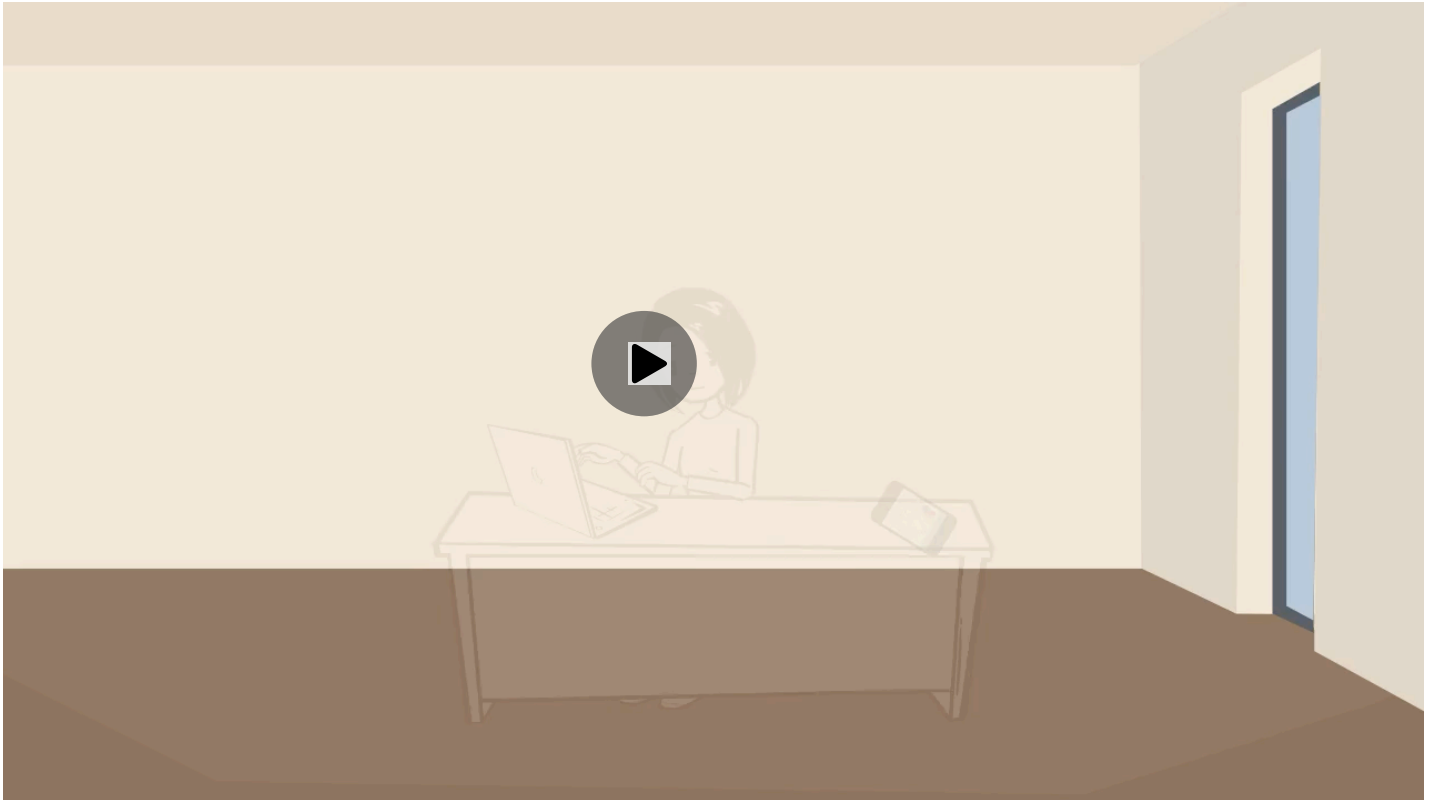
Which of the following is true about parallel multitasking?

- ☐ Multitasking allows you to pay attention to two or more topics or activities simultaneously
- ☐ Studying multiple subjects at the same time generally leads to suboptimal performances on both tasks
- ☐ Multitasking in class can also negatively affect the learning of people around you

Correct! You are not able to pay attention to two things simultaneously, you are switching your attention between tasks rapidly. During this switch, you are likely to lose some information in your short term memory related to those tasks. As such, those who try to multitask generally perform worse than those who focus only on studying Sana et al. (2013) also found that students seated around multitaskers performed worse than those that could not see the multitaskers

Not quite. You are not able to pay attention to two things simultaneously, you are switching your attention between tasks rapidly. During this switch, you are likely to lose some information in your short term memory related to those tasks. As such, those who try to multitask generally perform worse than those who focus only on studying

Sana et al. (2013) also found that students seated around multitaskers performed worse than those that could not see the multitaskers

Think about how you typically organize a one-hour study session. Describe how you schedule your time and your focus, whether you schedule breaks, and so on.

Answers will vary, but if you think back to the prior videos as well as the recommendations in this one, your plan for the hour should include:

1. Dedicated segments devoted wholly to study
2. Specific, measurable, achievable goals for those segments
3. Breaks between to refresh your attention and give you opportunities to manage the other tasks that you have set aside that might have distracted you.

3. Which of these did your answer include?

☐ Dedicated blocks for study
☐ Clear details about goals
☐ One or more breaks

Think about the place where you study most often. List the potential distractions that it poses.

Distractors can include background noise and motion, other people, and notifications from the devices we use when we study. The distractors you listed as present in your study environment include:

${q://QID169/ChoiceTextEntryValue}

For each distraction you noted and others you may think to add, explain how you could change your study environment to eliminate each distraction.

For each distraction, you cannot eliminate, write an implementation intention you can use to overcome or minimize the distraction while studying (example: if DISTRACTION, I will ACTION).

Summary for Achieve Your Goals

Looking ahead to the upcoming exam

Looking ahead to the upcoming exam...

Be sure to revisit the syllabus to check the details it provides about the exam.

As you think about the upcoming exam, consider your goals and your level of preparation.

Please answer the following expectation questions by selecting the grade that applies to you best.

	F	D	C	B	A
1. What grade are you **aiming to earn** on the Exam 1?	○	○	○	○	○
2. What grade do you think you **will achieve** on Exam 1?	○	○	○	○	○
3. What is the lowest grade you could earn on Exam 1 and still meet your goal for a grade in the course?	○	○	○	○	○

How well have you prepared to achieve the grade you are aiming for on the exam?

○ Very prepared
○ Mostly
○ Somewhat
○ Not very
○ Not at all

In a few sentences, describe what you will do to prepare for the next exam.

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