

Appendix 2 : Summary of Learning Strategies

Compiled from: Denise Barbeau, Angelo Montini, Claude Roy (1997) Tracer les chemins de la connaissance - la motivation scolaire. Association Québécoise de pédagogie collégiale, 535 pp.

Cognitive Strategies

Repetition

- Recopy
- Repeat over and over

Elaboration

- Take notes; Underline; Identify key words
- Make summaries; Paraphrase
- Formulate questions
- Work in teams
- Use mnemonics
- Find examples
- Find analogies; Make mental images

Organization

- Regroup; Classify; Compare
- Make schemas or networks
- Make links between concepts

Generalization

- Find reasons why an example illustrates a concept
- Find similarities between examples

Discrimination

- Find reasons why an example doesn't illustrate a concept
- Find differences between examples
- Find counter examples

Metacognitive Strategies

Planification

- Analyze task
- Establish final and intermediate goals
- Estimate time required
- Decide on strategy to be used

Control

- Use auto evaluation and self-reinforcement
- Concentrate on the task
- Estimate time required

Regulation

- Evaluate the efficiency of the chosen strategy
- Estimate the expected result
- Know preferred strategies
- Understand when certain strategies can be used

Emotional Strategies

- Speak to one's self
- Reward one's self
- Control anxiety
- Encourage the feeling of mastery over ones own learning
- Reduce unreasonable expectations
- Concentrate on the task

Management Strategies

Identify resources required to complete the task

- Materials
- Colleagues
- Availability of teacher

Time management

- Make a schedule and adjust if necessary
- Plan shorter more frequent work periods
- Plan intermediate objectives

Control the environment

- Find appropriate location
- Find calm location

Ask for help

- From professor
- From colleagues
- Work in teams