

MPS 12: Target skills and attitudes for successful learning

Successful learner	Unsuccessful learner
Sets learning goals and monitors progress towards goals.	Tries to discover what the prof wants
Manages stress and time well.	Unaware or unskilled
Keeps a balance in life: self, family & friends; physical, social, spiritual & mental.	Lets one aspect dominate especially near exams
Clear idea of the role of the instructor, text, the “lecture time”, the assignments and role of student in each different “course”.	All courses are the same; just do what the prof wants.
Has “advanced” attitude about knowledge, role of teacher and student and about assessment: works at Perry level 5	Has “introductory” attitude: Perry level 2 to 3.
Is active: underlines material in text, makes personal notes, charts, concepts maps.	Reads
Reviews systematically and to improve recall: 10min after you heard or read it, 24 h after, 1 week, 1 month, 6 months.	I’ll pull a couple of all-nighters before the exam. If I study now, I’ll have forgotten it all by the time exams roll around.
Elaborates on new knowledge, creates connections with past knowledge, uses examples, details, analogies, warrants, restatements and deductions.	
Creates advance organizers and contexts; reads ahead of class so that will understand why and where the “lecture” is going.	“That’s the prof’s job to start each class with an overview and end with a summary.”
Activates previous knowledge before/as learning new	
Puts learning in practical context: asks and answers before class “This is what I’ll be able to do after I’ve learned this stuff.” eg. Looks at problems at the end of the chapter before going to lecture on that chapter.	
Creates connections between new and previous knowledge to see structure in the knowledge.	“Hey, it’s all new to me. Just fill me up.” Memorizes separate, isolated bits of knowledge.
Keeps up.	Unconcerned if gets behind.
Uses Bloom’s taxonomy to monitor development	“What’s Bloom’s taxonomy?”
Identifies and uses personal style: preferences and tries to account for weaknesses.	Does what comes natural. Is confused if there is a mis-match between personal style and style of prof. or text.
Learns from mistakes. Looks at assignment marks to learn where errors made and corrects	Only looks at the marks on assignments; and doesn’t learn from mistakes.
Recognizes that the social climate in the class affects learning. Gets to know classmates.	Learning is between me and the prof.
Understands that teaching and learning are a combined effort. Willing to assume responsibility.	“If I fail, it’s the prof’s fault. What a stupid prof I have anyway!” “The prof is OK, but the text is terrible.”

References for more: Woods (1994) Chapter 7; <http://www.chemeng.mcmaster/innov1.htm> MPS and select MPS 12.