


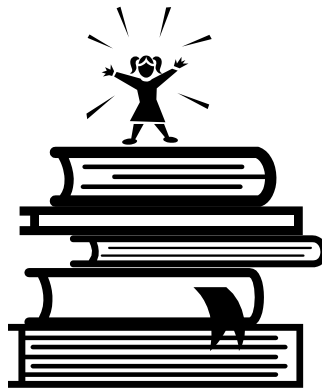


MOTIVATION AND LEARNING STRATEGIES FOR COLLEGE SUCCESS:

A Self-Management Approach

GOAL OF WORKSHOPS

- To help you become more “**successful learners.**”
- Once you “**learn how to learn,**”  apply these skills to *any academic or work setting.*



SUCCESSFUL STUDENTS

- ARE NOT simply individuals who know more than others.



- HAVE:
 - effective and efficient **learning strategies** – study “**smarter**” not **harder**”
 - **self-motivated**
 - **self-monitors and changes** behavior when learning does not occur



AFTER THIS WORKSHOP, YOU WILL BE ABLE TO:

○ Identify

specific behaviors




academic success.

○ Use a process

to self-manage academic
behavior.



WHAT ARE THE TRAITS THAT DEFINE A SUCCESSFUL LEARNER?

- *Has a goal and action plan for studying*
 - *Self-motivates*
 - *Uses effective, learning strategies*
 - *Monitors self-understanding*
 - *Monitors behavior (to eliminate distractions and takes breaks when needed)*
- 

DEFINITION OF SELF-MANAGEMENT

- Students self-manage or control the factors which influence their learning by:
 - establishing *optimum conditions* for learning and
 - *removing obstacles* that interfere with their learning.
- It does not matter what course, seminar, lecture, or job you experience, once you manage the factors influencing your learning ***YOU CAN BE SUCCESSFUL IN ANY TASK!***



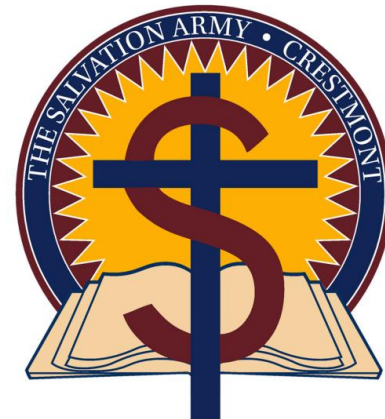
- *What are some of the changes you think you may have to make?*



High School

VS.

College



WHAT ARE THE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE LEARNING ENVIRONMENTS?

High School

Teacher-directed

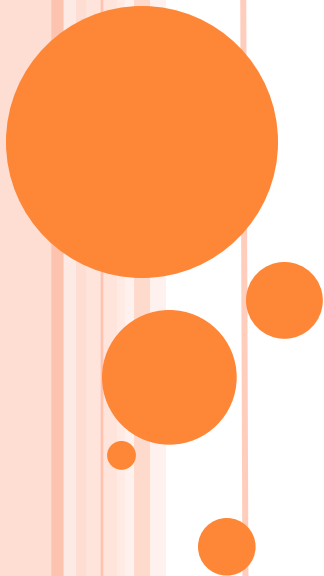
- Teachers *guided* - “what, when, and how to learn.”
- Teacher attempts to motivate student.
 - *Example:* HS teachers will summarize the key ideas to direct students’ studying in preparation for exams.

College

Student-directed

- Students are on their *own*; students are expected to manage their own learning;
- Student is expected to motivate him/herself.
 - *Example:* College students must identify the main ideas in lectures and textbooks to predict test Qs and to prepare for exams.

***WHY ARE SOME STUDENTS
LESS SUCCESSFUL
STUDENTS?***



REASONS WHY SOME STUDENTS FAIL TO EXPERIENCE ACADEMIC SUCCESS

- **Faulty beliefs** about their *ability*
- **Being Unaware** of their *ineffective learning behavior*
- **Failure to sustain** *effective learning and motivational strategies*
- **Unwilling to change** *their learning and study behavior*



JUST BELIEVE!

- Students who believe they can achieve more are:
 - *more likely to spend their time using effective learning and study strategies*, and
 - tend to *persist longer on difficult tasks*.
- *Effort + Effective Learning Strategies = Greater Knowledge & Confidence*





SIX COMPONENTS OF ACADEMIC SELF-MANAGEMENT

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- 1) MOTIVATION
- 2) METHODS OF LEARNING
- 3) USE OF TIME
- 4) PHYSICAL ENVIRONMENT
- 5) SOCIAL ENVIRONMENT
- 6) PERFORMANCE



MOTIVATION

“Each semester I write down goals that I want to attain.”

“When I feel down, I talk to myself to motivate me to keep on task.”



MOTIVATION

- Definition: Internal processes, such as your *goals, beliefs, perceptions, and expectations*, that give behavior its energy and direction.
- When you **change your beliefs and perceptions**, you *change your motivation*.



MOTIVATION

- *What self-management strategies do you use to maintain persistence in a task?*



MOTIVATIONAL SELF-MANAGEMENT TECHNIQUES

○ 1) GOAL SETTING

- EX: You can be motivated to lose weight, but unless you set specific goals, it will be difficult to achieve.



○ 2) SELF TALK

- EX: “Great! I did it!” World class athletes have been trained to use verbal reinforcement for years.



○ 3) ARRANGING OR IMAGINING REWARDS OR PUNISHMENTS FOR SUCCESS OR FAILURE

- EX: “If I study for 50 minutes, I’ll allow myself to speak on the phone for 10 minutes.”



METHODS OF LEARNING “LEARNING STRATEGIES”

- **DEFINITION:** Methods students use to acquire information.
- **EX:** Using maps or representations to organize information and generate and answer questions from notes and textbooks are important learning tools.



	Genesis	Exodus		
Important People				
Important Events				
Main Themes				



Trinity

Father

Son

Holy Spirit



Doctrine
1

Doctrine
2

Doctrine
3



OUTLINE

- I. Chapter 1
 - A.
 - 1.
 - 2.
 - 3.
 - B.
- II. Chapter 2



EFFECTIVE STUDY METHODS

- SQ3R METHOD – Study Reading
- S – Survey – glance at subtitles, headings, summaries, table of contents to get a picture of what the main points of the material are
- Q- Question –



NOTE TAKING

- R – Read through the material and try and answer the questions you developed. Also note items you consider important.
- R – Recite the answers without looking at the material. But double check your answers, or look at your notes to get a hint
- R – Review, once you have finished a section go through it and review the main points you have highlighted or noted



CORNELL NOTE TAKING SYSTEM

- <http://coe.jmu.edu/LearningToolbox/cornellnotes.html>



EXAMPLE OF CORNELL SYSTEM

John Q. Student
Biology 101
April 1, 2000

Phylum	Arthropods
subphylum	Chelicerata
Chelicerata	2 parts: → prosoma (first pair of appendages are for feeding) → opisthoma
examples	scorpions, spiders, mites, ticks
Prosoma & Opisthoma	sensory, feeding, and locomotor tagma
Chelicerae	<ul style="list-style-type: none"> • pincerlike or chelate • used for feeding • first pair of appendages
Pedipalps	<ul style="list-style-type: none"> • second pair of appendages • used for sensory purposes
	<ul style="list-style-type: none"> feeding locomotion reproduction

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.



USE OF TIME

- Educators have found a *relation between time management and academic achievement*.
- Consider the importance of different tasks and how they can be completed.
 - Complete a Calendar with your major assignments
 - Develop a method to keep up with your daily reading assignments
 - Determine how much time you have and how much time you will need to complete each assignment – and allocate it amongst your assignments



PHYSICAL & SOCIAL ENVIRONMENT

“I turn off the TV or stereo so I can concentrate on what I am doing.”

“I go to the library to study before exams.”

“When I find that I don’t understand the material, I immediately make an appointment with my instructor.”

“I organize a study group before an examination.”



PHYSICAL & SOCIAL ENVIRONMENT

- **PHYSICAL ENVIRONMENT:** This is the tangible environment you place yourself in. Restructure your environment for optimal concentration.
- **SOCIAL ENVIRONMENT:** Determine what social environment produces your best result. Working alone, with others or with a tutor.



SEEK HELP

- “Educational research has shown that *high-achieving students are more likely to seek help from instructors*, just the opposite of what one might expect.”
- Why Don't we ask for help?



POSSIBLE ANSWERS

- Do not want to appear “dumb.”
- Do not want to appear incompetent in the eyes of their peers.
- Do not want to make the extra effort it may entail.
- Failing to understand the personal responsibility of his or her learning process.



PHYSICAL & SOCIAL ENVIRONMENT

- Christian integration:

- Humility
- Teachability
- Interdependence
- Understanding the “gift of limits” - emotionally healthy spirituality.
- Lifting up your brothers and sisters



MONITORING PERFORMANCE

“I can evaluate the results of each of my exams to determine how I can better prepare for future exams.”

“If I find that I don’t understand what I’m reading, I slow down and reread the material.”



MONITORING PERFORMANCE

DEFINITION: Whether writing a paper, completing a test, or reading a book, you can learn how use self-management processes to influence the quality of your performance.

- **Learn to be your own coach or mentor.**
Practice skills on your own, critique your own performance, and make the necessary changes to meet your goals at a high level of success.



THE END

○ Go Out and Be Successful!



If you want this a copy of this presentation I can email it to you...

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