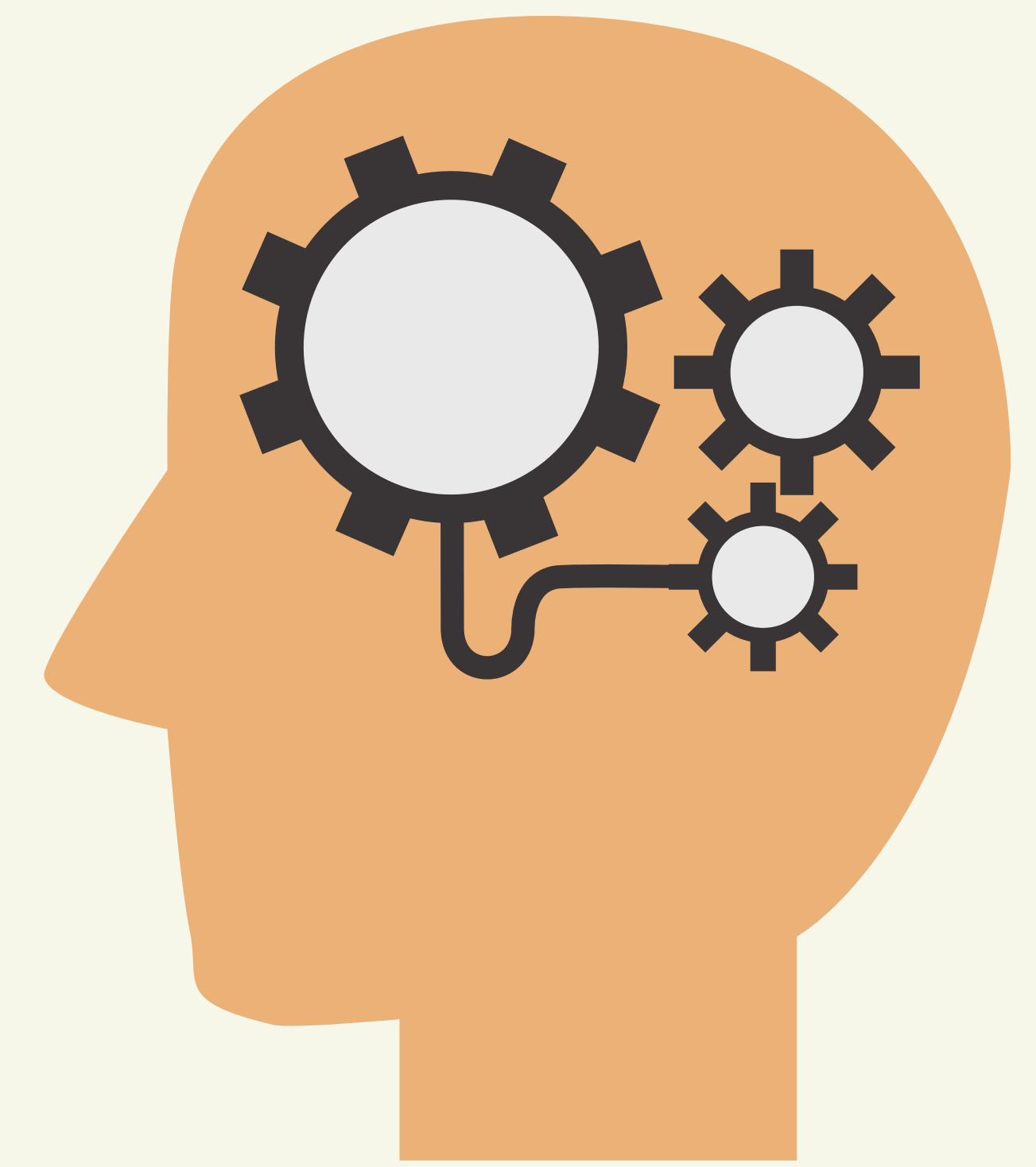


Initial Experience of a Programme to Improve Students' Learning Skills Using the Metacognitive Approach



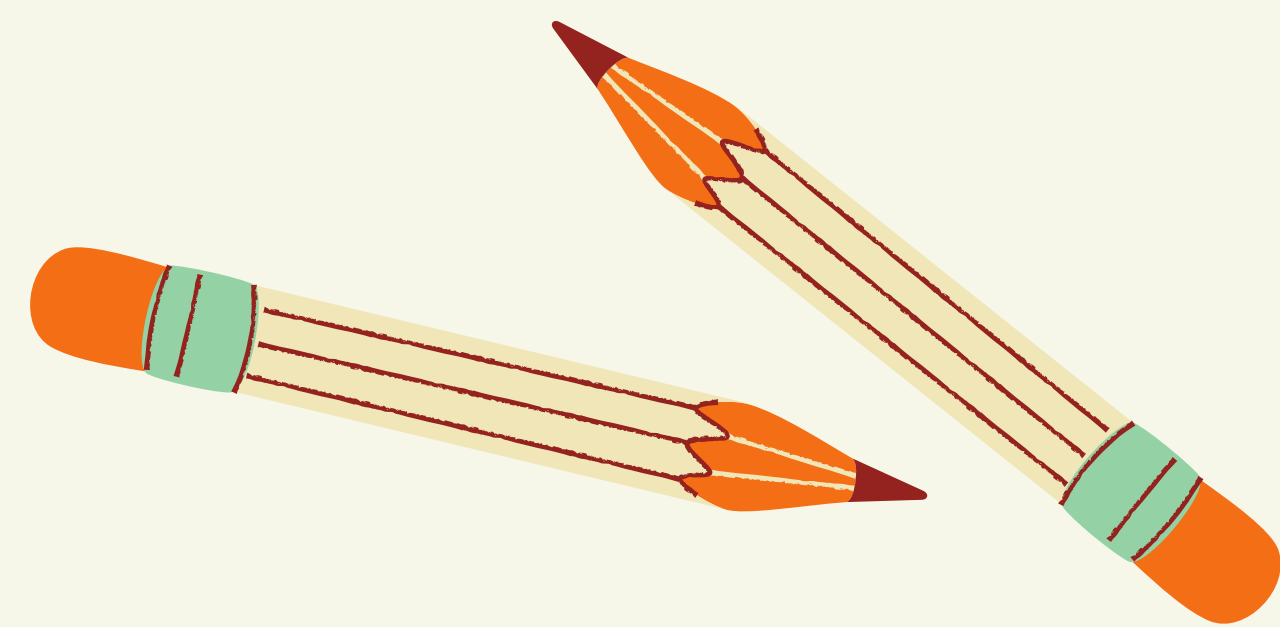
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Introduction

Background:

The 'new norms' of learning, inevitably accelerated by the Pandemic (now Endemic), means students of today need to be better equipped in their self-directed and self-regulated learning. Therefore, increasing the need for student support programmes equipping students with learning approaches that are more learner-centralized, enabling students to learn confidently.



Aim

To help students reflect on their learning approaches and habits using the metacognitive framework and explore strategies to better their learning experience in the university through the Learning to Learn Better Programme (LTLB).

Methodology

Programme implementation:
90 students completed Learning to Learn Better Programme (LTLB) online

A: LTLB Delivery



B: Task Completion



C: 1-to-1 Coaching Session to go through action plan



Data Collection:



Module Experience Survey

Focus Group Discussion

Pre and post surveys gauged the participants' willingness to develop themselves, motivation levels and useful takeaways. Focus groups asked for their feedback on the programme and how it has helped them in their studies.

Findings

In the focus group discussions, students had shared that the programme helped manage their time better, encouraged active reflection and to explore learning strategies to develop themselves.



Opportunity to meet others who are looking to improve study methods, to discuss and share ideas

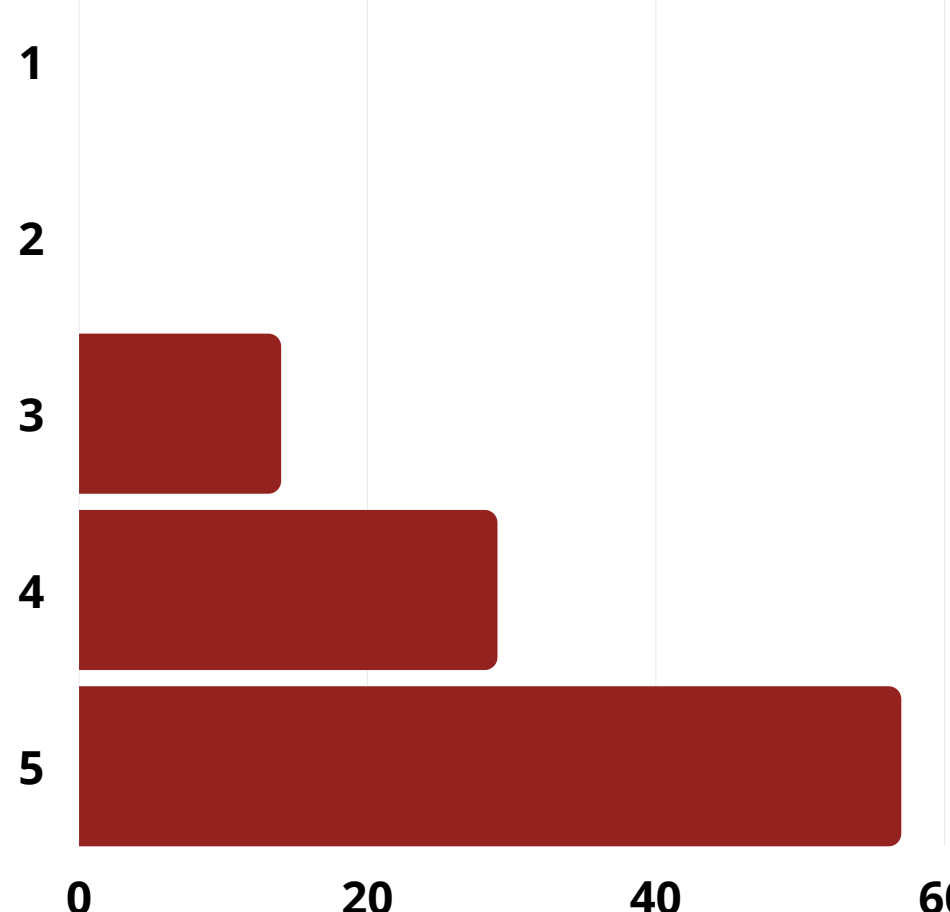


Metacognitive cycle, helps find out strengths and weaknesses



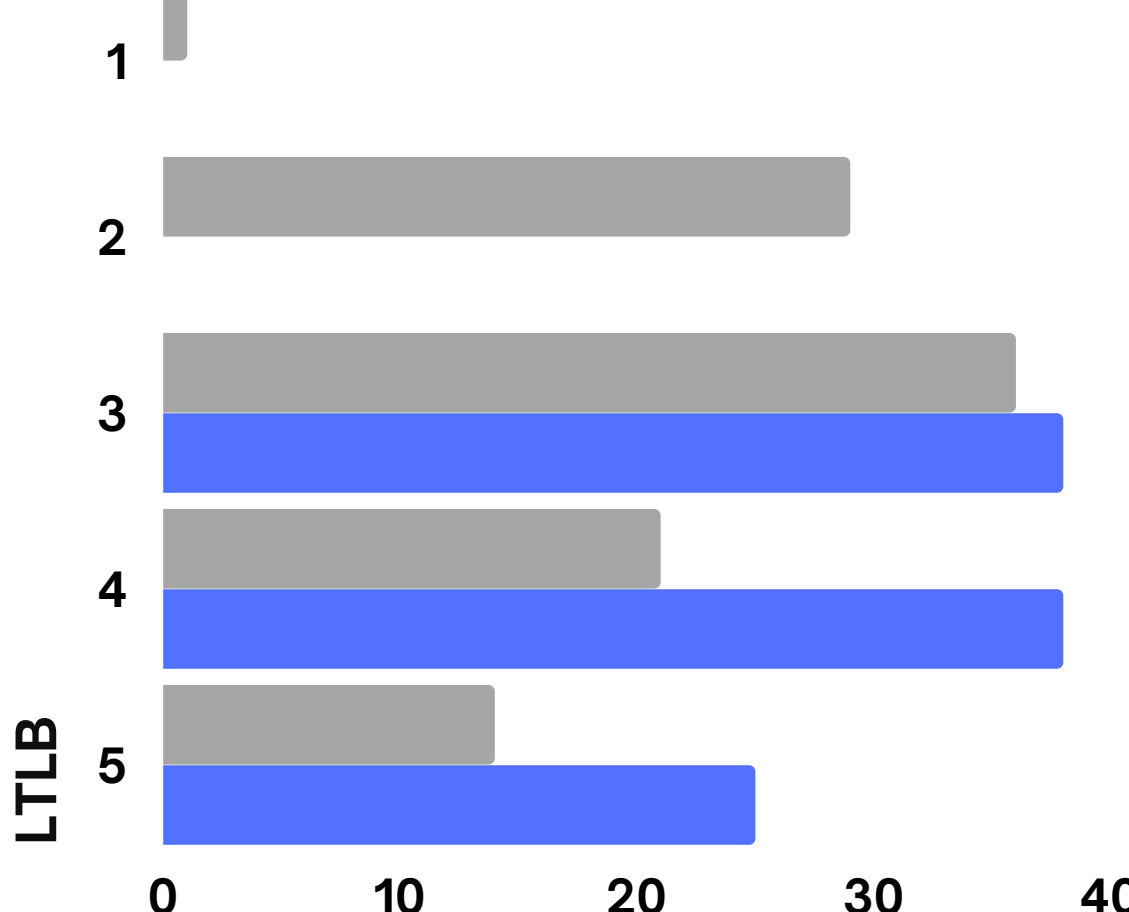
Implemented breaks in between learning and felt motivated

Willingness to Take Steps to Improve



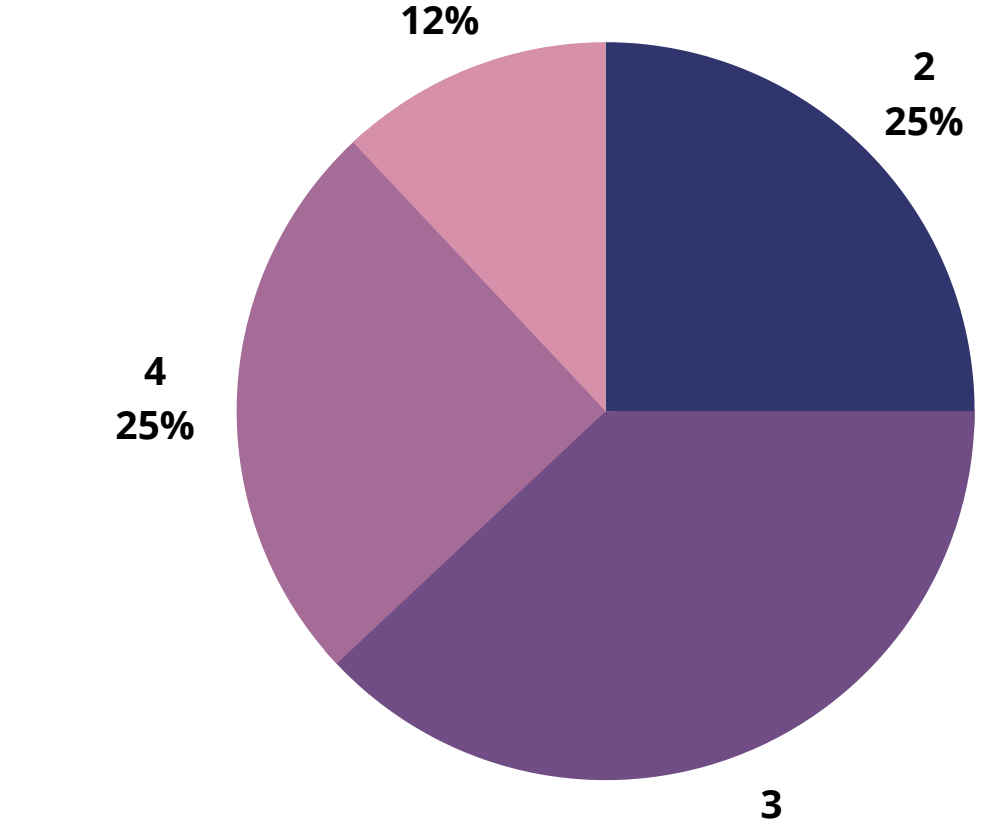
Most students also reported 5 on a Likert scale on willingness to improve on their learning upon entry into the programme.

Motivation Before and After LTLB



More students reported higher levels of motivation (in blue) at the end of the programme compared to before.

Effort Put in to Improve



Most students reported at least a 3/5 on a Likert scale (1 for least effort and 5 for most effort), they had put in to improve learning approaches after LTLB.

Conclusion

Initial student response and feedback are promising for SIT's programme to improve students' learning skills using the metacognitive approach. Further refinements in areas such as mode of delivery and group activities will be made to increase its effectiveness going forward.

Related key literature

Chung, E., Noor, N. M., & Mathew, V. N. (2020). Are you ready? An assessment of online learning readiness among university students. *International Journal of Academic Research in Progressive Education and Development*, 9(1), 301-317.

Doyle, T., & Zakrajsek, T. (2013). *The new science of learning* [electronic resource]: how to learn in harmony with your brain / Terry Doyle and Todd Zakrajsek; foreword by Jeannie H. Loeb. (First edition.). Stylus.

Rebecca R. Fried, & Jennifer D. Irwin. (2016). Calmly coping: A Motivational Interviewing Via CoActive Life Coaching (MI-VIA-CALC) pilot intervention for university students with perceived levels of high stress. *International Journal of Evidence Based Coaching and Mentoring*, 14(1), 16-33.

Zimmerman, B. J., & Schunk, D. H. (2011). *Handbook of self-regulation of learning and performance* [electronic resource] / edited by Barry J. Zimmerman, Dale H. Schunk. Routledge.

Gallery

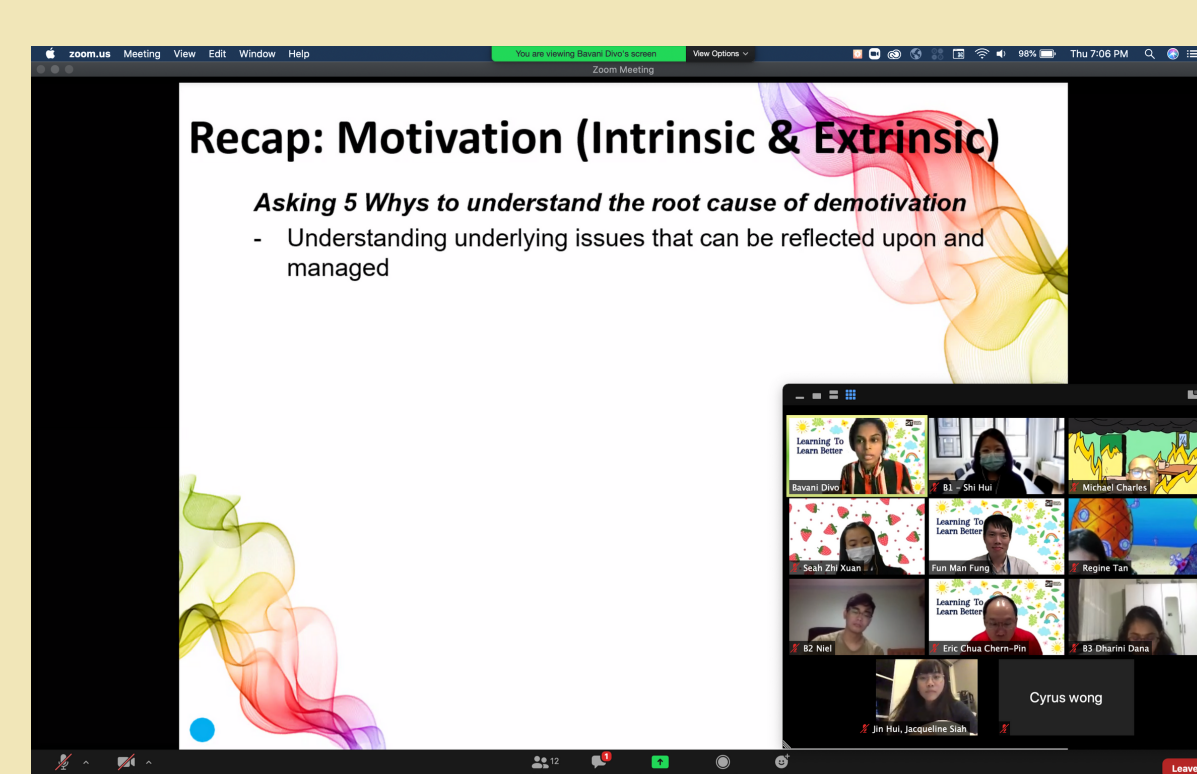


Image 1a

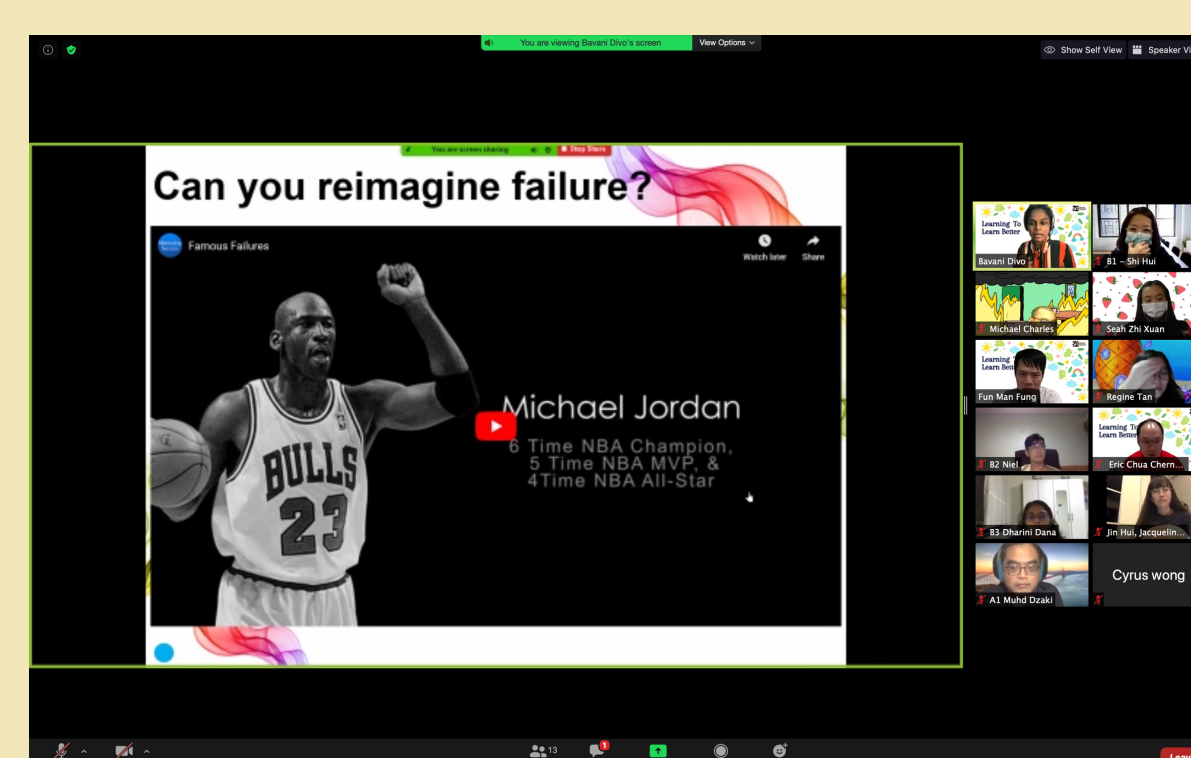


Image 1b

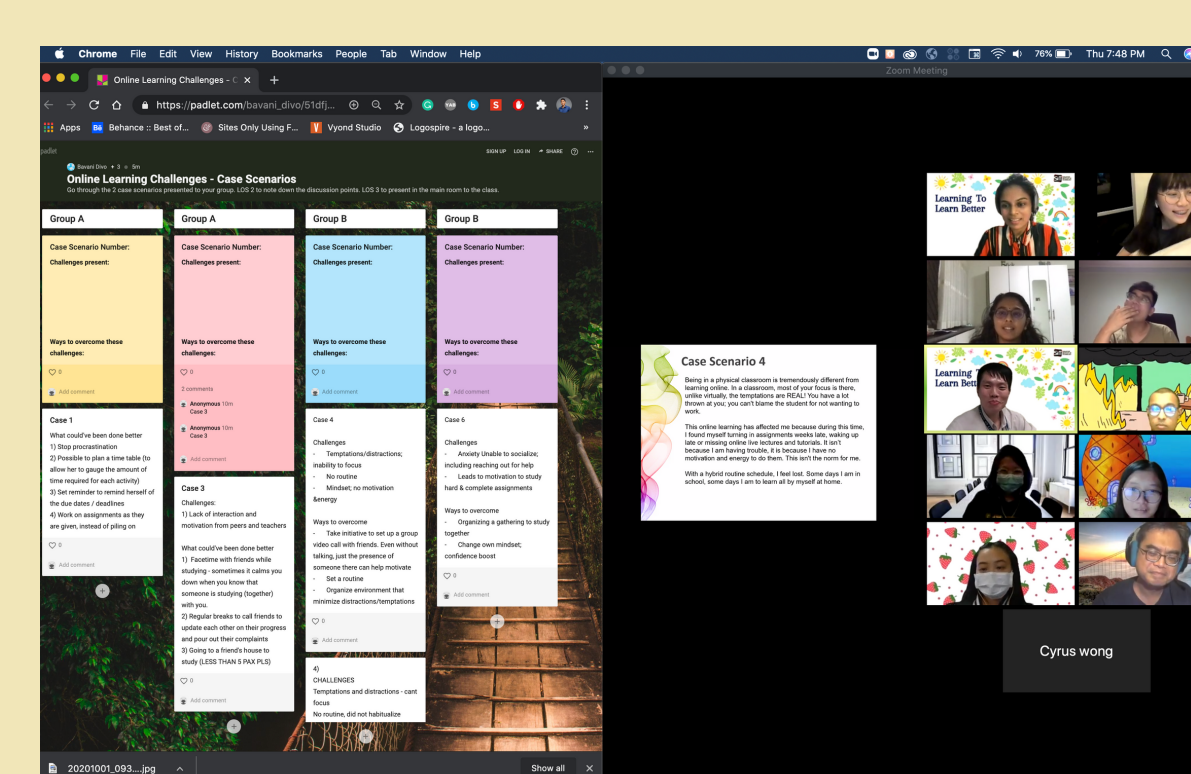


Image 1c

