Instructors can help students . . .

1. Assess the task at hand
   - Be more explicit than you may think necessary
   - Tell students what you do not want
   - Check student's understanding of the task
   - Provide performance criteria with the

2. Evaluate their own strengths and weaknesses
   - Give early, performance-based assessments
   - Provide opportunities for self-assessment

3. Plan an appropriate approach
   - Have students implement a plan that you provide
   - Have students create their own plan
   - Make planning a central goal of the assignment

4. Apply strategies and monitor performance
   - Provide simple heuristics for self-correction
   - Have students do guided self-assessments
   - Require students to reflect on and annotate their own work
   - Use peer review/reader response
   - Model your own metacognitive processes
   - Scaffold students' metacognitive processes

5. Reflect on and adjust their approach
   - Provide activities that require students to reflect on their performances
   - Prompt students to analyze the effectiveness of their study skills
   - Present multiple strategies
   - Create assignments that focus on strategizing rather than implementation

Believe in the malleability of intelligence and the power of learning
   - Address students’ beliefs about learning directly
   - Broaden students’ understanding of learning
   - Help students set realistic expectations

How Learning Works: 7 Research-Based Principles for Smart Teaching
San Francisco: Jossey-Bass

How Do [Teachers Help] Students Become Self-Directed Learners?