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

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 assignment

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

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

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

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

Instructors can help students . . .


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

For instructors