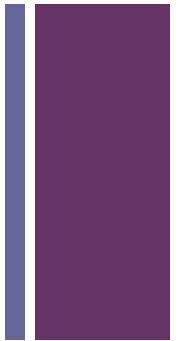


Assessing Self-Directed Learning for International Students in a Graduate Program

Cheryl Pavlik Amelia Onorato Lynn Bonesteel Susan Berry



We got a grant





Goals



- To create independent learners
- To help students further develop or expand on language skills and legal knowledge
- To create “breathing room” in a very heavy curriculum without sacrificing rigor

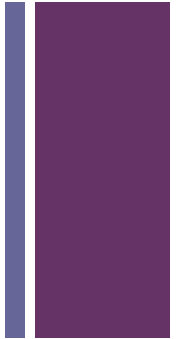
+ Year-long Program

Fall Semester Focus

- Self-Regulated Learning—teacher led

Spring Semester Focus

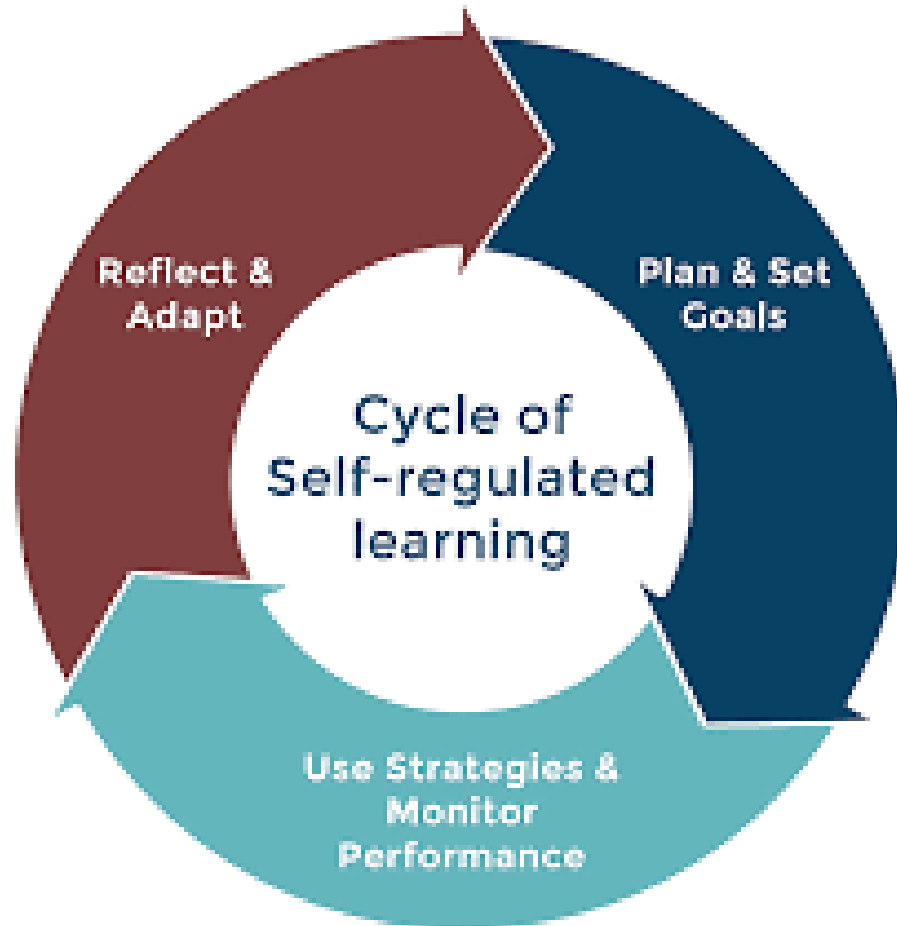
- Self-Directed Learning—student led





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What is Self-Regulated Learning?





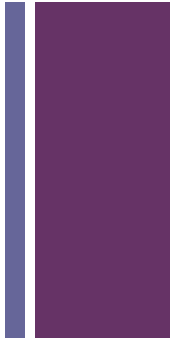
Self-Regulated Learners

Are aware of

- their strengths and limitations
- best learning settings for them
- what hinders their learning

Are guided by

- personally set goals
- task-related strategies





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Spring Semester Self-Directed Learning (SDL)



**THE POWER OF
SELF-DIRECTED
LEARNING**





Self-Regulated Learning (SRL)

Goal: Students set, monitor, and revise study goals and strategies.

Design and Assessment

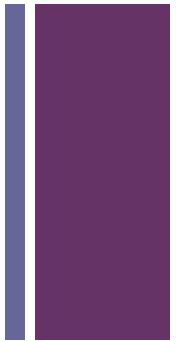
- SRL = 10% of Legal English grade
- 10 journals + 10 individual conferences (30 min each)
- Specs grading used for journals





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Specs Grading



ALL OR NOTHING

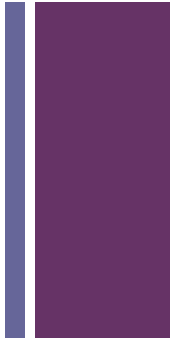
A graphic with the text "ALL OR NOTHING" in a bold, sans-serif font. The text is split by a jagged, torn-paper-like vertical line. The left side of the text is black and set against a light gray background, while the right side is white and set against a dark gray background.



How We Used Specs Grading

Give clear and achievable guidelines

- Submit journal on time.
- Meet formatting requirements.
- Write at least 300 words.
- Respond to journal prompt.





Excerpt from a Student Journal

I have more interactions with my classmates and instructors. I...love to talk about the challenges I met during the study with my instructors, which almost never happened... in China. And I also love to discuss ... my learning experience with my classmates. For example, I always like to discuss the reading materials with [] before[my law] class. I tell them the main ideas...to clarify whether I misunderstand some part.... []'s reading ability is much better than me so his opinions are usually helpful.





Self-Directed Learning (SDL)

Goal: Students design and implement an SDL program.



Design and Assessment

- SDL = 10% of Legal English grade
- Portfolio work + individual conferences (30 min)
- Approximately 2 hours/week required for SDL.
Graded assignments from other classes cannot be used.
- Exemplars show students what is expected
- Periodic grades show students their progress to 10%



The Portfolio

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[D]Adel - SDL Spring 2018 x Amelia

https://bu.digication.com/adel-sdl-spring-2018/home-1

Apps BU MLL Student Links Activate AD BU CELOP Hub BU BU Student Link BU BU - eMAIL BU Boston University Web Class%20Observation Health Library - AHe New Tab

D EDIT MODE PUBLISHED VIEW

Semester Goals & Reflections Bi-Monthly Log Weeks 3-4 Weeks 5-6 Weeks 7-8 Weeks 9-10

Weeks 11-12 Weeks 13-14 FAQ Resources Examples of Evidence & Artifacts

Semester Goals and Reflections

I want to work on and develop 3 main areas :

- 1- I want to work on my grammar, especially the one mentioned in my evaluation last semester such as basic grammar verb tense , subject verb , distinguishing singular vs. plural nouns and finally the noun clause.
- 2- I want to work on my reading speed.
- 3- at the end of the semester (maybe the last month), I want to read some basic materials to get prepared or at least be familiar with banking and financial law topics.

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Relevance to Other Disciplines



We owe our students lessons and practice in how to learn at a fairly high level; letting them slip through college without solid learning skills and, subsequently, with only fleetingly superficial knowledge is professionally irresponsible, if not unethical. (Nilson, 2013)



SRL and SDL are easily integrated into content courses



SRL “wrappers” for activities, assignments, and tests

- very easy to prepare
- not graded
- a non-threatening way for students to assess the effectiveness of their learning strategies



SRL Wrapper for a Test

PART 1: Please answer these questions before we begin the test. Your answers will not affect your grade in any way.

1. What did you do, if anything, to prepare for this test?
2. Do you feel prepared for the test? If not, what do you feel you could have done to feel more prepared?
3. What grade do you expect you will receive on this test?



SRL Wrapper

Post-Test

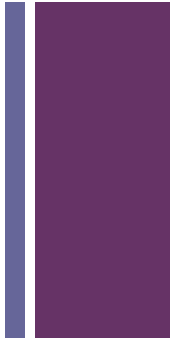


PART 2: Please complete these questions as soon as possible after the test.

1. Would you like to change any of your answers in Part I? What would you change and why?
2. What will you do in the future (if anything) to perform better on this type of test and/or to feel more confident about your performance?



Integration of SRL & SDL into Content Courses



Journaling and e-portfolios

- relatively easy to set up on Blackboard
- provide a record of progress (accountability)

The role of the TA

- closer to learners' level; as model students in the discipline, can suggest useful strategies
- can monitor journals and e-portfolios

Struggling students who don't participate

- SRL/SDL – a principled way to give credit for trying



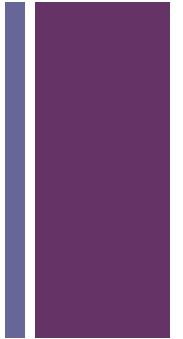
Challenges

Buy-In

- Sell it on the first day of class
- Reinforce it frequently

Watch out for Defensive Response

- Withdrawal/Avoidance
- Giving up on strategies too soon
- Resistance to new strategies



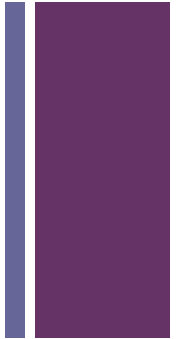


Challenges

Specs Grading: Is it right for you?

For each criterion, honestly ask yourself:

“Will I feel okay about giving a **good** student a 0 for not meeting this criterion, even if all other criteria are met?”





Questions?



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