How Can We Help Students to Direct Their Own Learning?
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We know from research that one of the major intellectual challenges students face when entering college is managing their own learning, and we know that this becomes increasingly important at higher levels of education and eventually in professional life. Some of these important skills are assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. However, because these "metacognitive" skills fall outside of content areas, they are often neglected.

In this session we will consider a cycle of metacognitive processes and discuss how we can help students in our courses engage in monitoring and controlling their own learning.