

# Effective Learning Module 2

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## Schedule: Fall 2020

This semester, you will attend an orientation workshop or meeting with your learning advisor. Then you will do a learner training week. After that you will set a goal and meet with your learning advisor. Then you will spend nine weeks doing self-directed learning, during which time you will meet with your advisor at least three more times. In the final week, you will look back at the whole process and submit a final written report.

May			June			July		
1	Sat		1	Tue	Learning Tool	1	Thu	
2	Sun		2	Wed		2	Fri	
3	Mon	<b>Submit Week 1</b>	3	Thu		3	Sat	
4	Tue	Reflection training	4	Fri	<b>Meet with LA</b>	4	Sun	
5	Wed		5	Sat		5	Mon	<b>Submit Week 10</b>
6	Thu		6	Sun		6	Tue	Self-directed learning
7	Fri		7	Mon	<b>Submit Week 6</b>	7	Wed	
8	Sat		8	Tue	Self-directed learning	8	Thu	
9	Sun		9	Wed		9	Fri	
10	Mon	<b>Submit Week 2</b>	10	Thu		10	Sat	
11	Tue	Making a plan	11	Fri		11	Sun	
12	Wed		12	Sat		12	Mon	<b>Submit Week 11</b>
13	Thu	<b>Meet with LA</b>	13	Sun		13	Tue	Self-directed learning
14	Fri		14	Mon	<b>Submit Week 7</b>	14	Wed	
15	Sat		15	Tue	Self-directed learning	15	Thu	
16	Sun		16	Wed		16	Fri	
17	Mon	<b>Submit Week 3</b>	17	Thu		17	Sat	
18	Tue	Self-directed learning	18	Fri		18	Sun	
19	Wed		19	Sat		19	Mon	<b>Submit Week 12</b>
20	Thu		20	Sun		20	Tue	Prepare for final report
21	Fri		21	Mon	<b>Submit Week 8</b>	21	Wed	
22	Sat		22	Tue	Self-directed learning	22	Thu	<b>Meet with LA</b>
23	Sun		23	Wed		23	Fri	
24	Mon	<b>Submit Week 4</b>	24	Thu	<b>Meet with LA</b>	24	Sat	
25	Tue	Self-directed learning	25	Fri		25	Sun	
26	Wed		26	Sat		26	Mon	<b>Submit Final Report</b>
27	Thu		27	Sun		27	Tue	
28	Fri		28	Mon	<b>Submit Week 9</b>	28	Wed	
29	Sat		29	Tue	Self-directed learning	29	Thu	
30	Sun		30	Wed		30	Fri	
31	Mon	<b>Submit Week 5</b>				31	Sat	

If you have any problems keeping to this schedule, contact your advisor as soon as possible.

## Peer support through Google Classroom

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Learning is something you cannot do on your own.

As a part of effective learning, it helps to keep in contact with your fellow students. After all, you are stronger and smarter as a team!

There is an online Google Classroom group where you can communicate with your fellow students. Here you can share your experiences, your ideas and your questions. You can also see what other students are doing to reach their targets.



Below, you will find instructions to access Google Classroom.

This online tool is an effective way to keep in contact with your fellow students. **To get the most from it, please log in frequently and leave a message or a reply.**

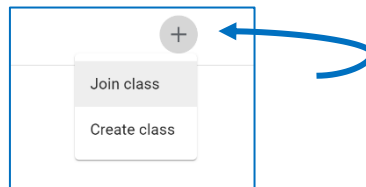
Try to reply to at least one message per week. Throughout the module, you will be asked about what you posted on Google Classroom.

## Google Classroom instruction sheet

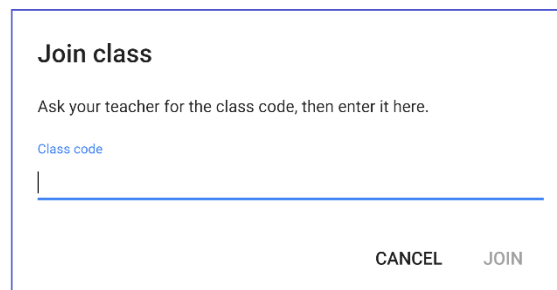
How to access Google Classroom:

※If you already have a Google Classroom account, go to step 3.

- 1) For iPad and iPhone, download Google Classroom via the App Store. For Android devices, download Google Classroom via Google Play. For personal computers, go to <https://classroom.google.com> and sign up.
- 2) Use your KUIS email address (@kuis.ac.jp) and password to sign up.
- 3) When you are logged in, click the plus sign in the top right-hand corner.  
Click 'Join class'.



- 4) Enter the class code for this module. Please ask your advisor for the code.

A screenshot of the 'Join class' dialog box. The title is 'Join class'. Below the title, it says 'Ask your teacher for the class code, then enter it here.' There is a text input field with the placeholder text 'Class code'. At the bottom right, there are two buttons: 'CANCEL' and 'JOIN'.

- 5) On the home page, you can:
  - write a post in the stream
  - add pictures
  - add YouTube videos
  - add links to websites or other resources
  - comment on each other's posts



6) Feel free to use Google Classroom for any questions you have.



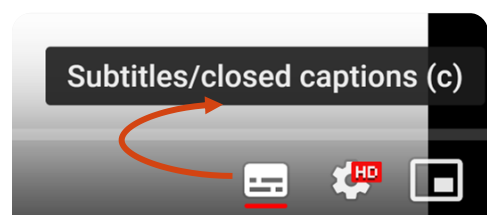
Have fun! Your fellow students are here to support you.

If you have any questions on how to use Google Classroom, if you experience any difficulty logging in, or if there is any problem online, please contact Ward Peeters. He will be very happy to help you.

Email address: peeters-w [at] kanda.kuis.ac.jp

Instruction video: [https://www.youtube.com/watch?v=pBIMEByHM\\_c](https://www.youtube.com/watch?v=pBIMEByHM_c)

To view the video with English subtitles (英語字幕), click the icon underneath the video.



## Activities to help with goal setting

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### Activity 1: WIN (Wants, Interests, Needs) analysis

#### Part I: Wants

To help you improve your self-directed learning, it is important to think about which big goal skill you *most* want to improve. Circle the language skill you want to work on this semester:

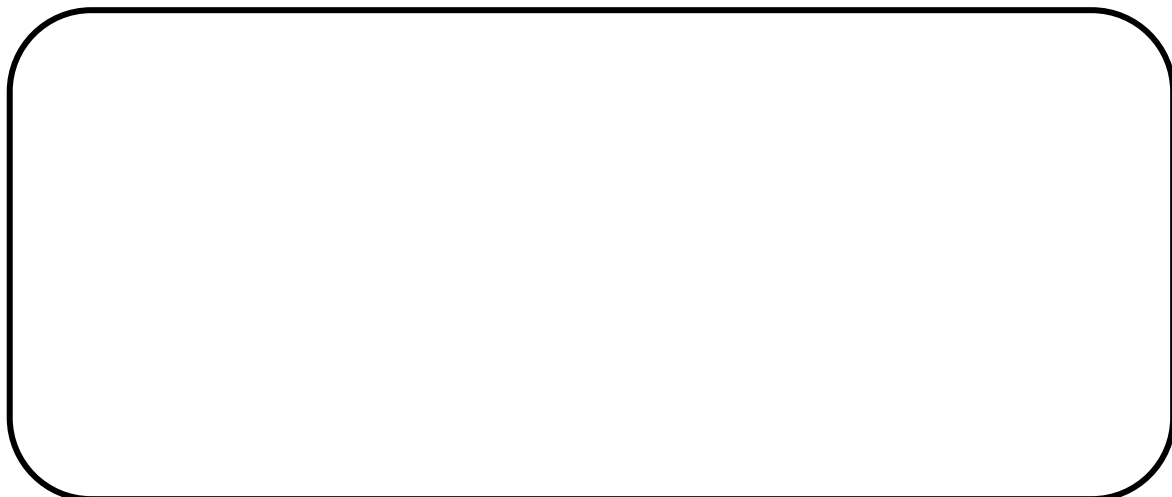
( **Speaking** / **Listening** / **Reading** / **Writing** )

In order to make your learning more effective, it is important to choose a specific type of big goal. In the box below, explain what type of speaking, listening, reading or writing you want to improve.



#### Part II: Interests

To help you keep your motivation, the content of your learning needs to be important or meaningful to you. In the box below, tell your learning advisor what topics and activities are interesting or meaningful to you.

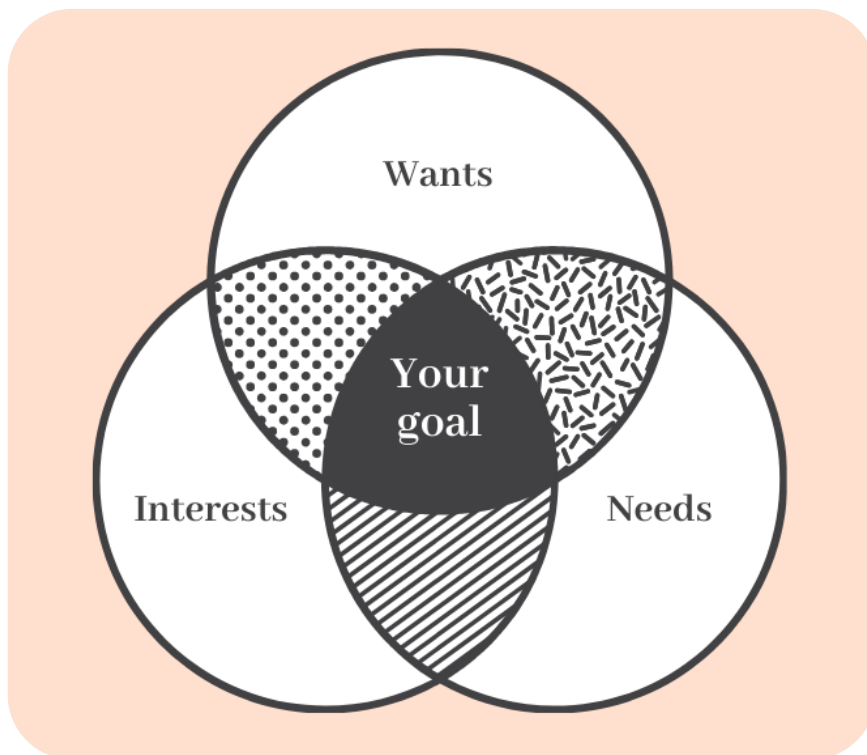


### Part III: Needs

To help you make your goal useful, it is important to think about what language skills you will need in order to achieve your dreams. In the box below, note down anything you need to be able to do in English.

### Finding connections

As the Venn diagram below shows, ideally your learning goal should have elements of all three parts of your WIN.



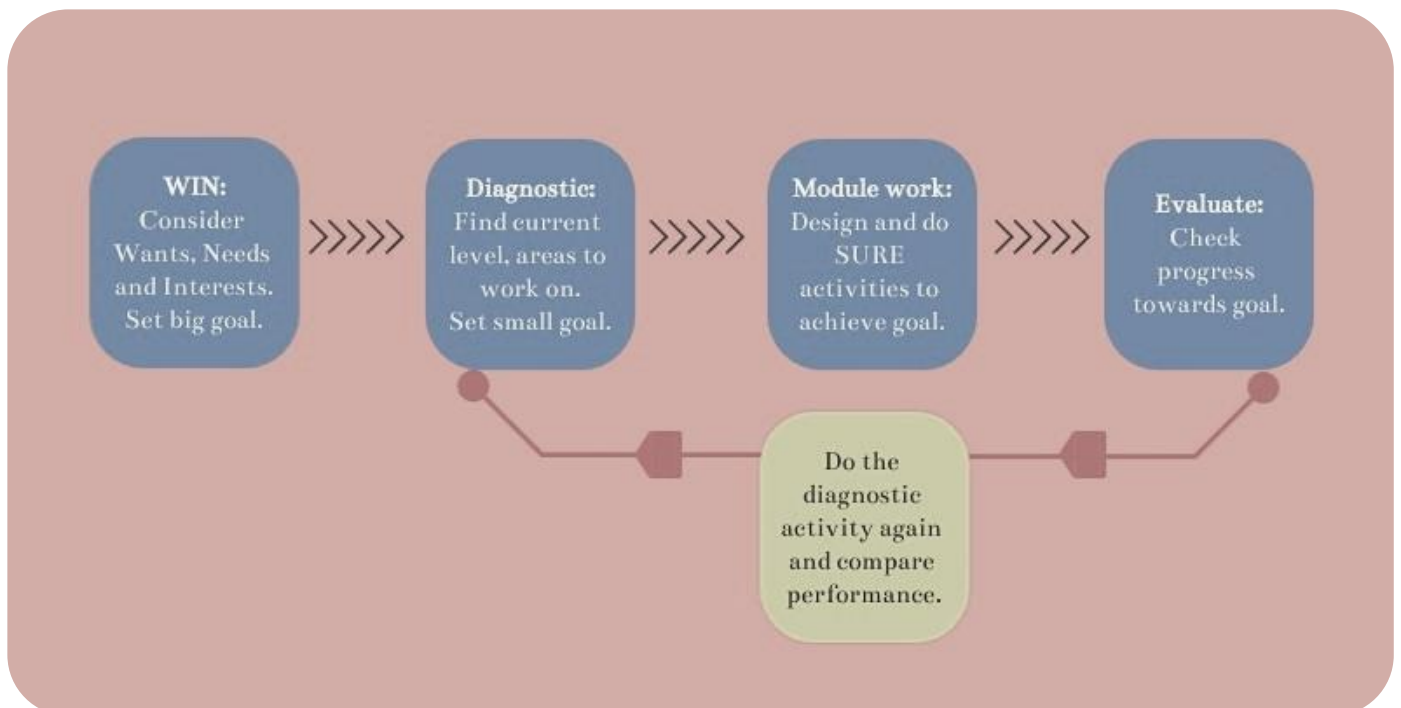
Can you think of any way in which your Wants, Interests and Needs are connected? If so, add your ideas to the Venn diagram.

## Activity 2: Diagnostic

An important step in self-directed learning (and this module) is doing a *diagnostic*. A diagnostic helps you to make your goal more specific. The information from your diagnostic will help you discover your small goal. Later it will help you evaluate how much your skills improve.

A good diagnostic helps you to:

- Measure your big goal language level now.
- Find and analyse your strengths and weaknesses.
- Choose one (or more) small goal to help you focus your learning.
- Do an evaluation to check your progress later in the module.



Your learning advisor will share some diagnostic worksheets for you to use on Moxtra. Please talk to a learning advisor if you need help to find or do a diagnostic.

Once you have chosen a diagnostic worksheet you should:

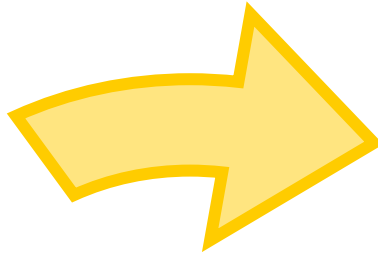
- Do the activity. It should be short. Do not spend a long time doing this.
- Analyse your performance and evaluate your strengths and weaknesses.
- Decide on one or more small goals that will improve your skills.
- Keep a record of your diagnostic analysis.
- Remember to do the diagnostic activity again in a few weeks to compare.



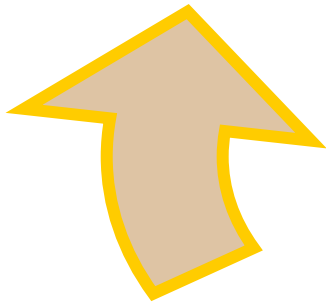
## How to complete your learning cycle

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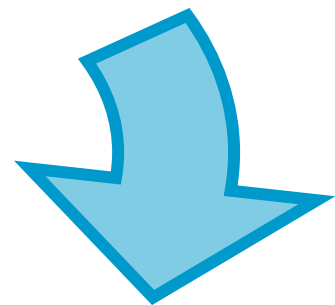
1. Decide a weekly learning target and learning process target and plan your study.



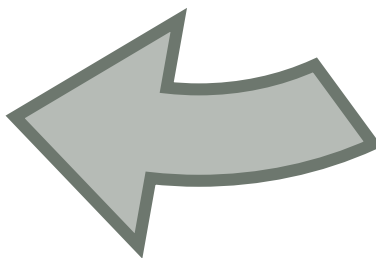
2. Do the learning activities that you planned and write what you did, step-by-step. Upload all documentation to Moxtra.



Keep focused on your big and small goals and choose suitable resources.



4. Check Moxtra for your advisor's comments regularly. Read and respond to their comments.



3. Write your reflection and make sure Moxtra is up to date by each \_\_\_\_\_.

## How to set a learning process target

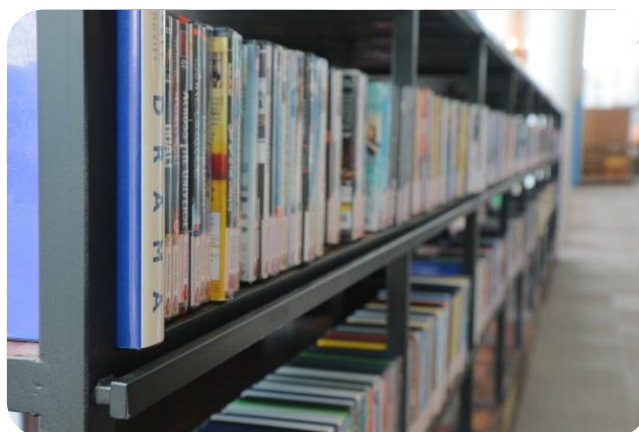
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Each week in your *Learning Journal*, you explain what you want to learn in your language target. Your advisor also wants to know how you will learn it.

Each week, think about how you plan to develop as a learner from your learning experiences. You will need to ask yourself: What are some areas of my learning style that I can improve this week?

Each week, you need to begin by choosing a learning process target for when you work on your module. Make sure to write why you chose that target. Then, write the way you know you will be successful at achieving the target.

- For **working with others**, you may want to consider:
  - ~~Working in proximity to people studying other things.~~
  - Working together on the same activity as someone else.
  - Working with people in a different physical location (connecting online or through an App).
- For **learning balance**, you may have spent lots of time doing one thing, and you want to spend more time next week doing a greater variety of other things.
- For **strategies**, you may be happy with the activity you chose (e.g. reading), but you feel you could have done a better job. Think about how you can do the same kind of activity in a different way.
- For **resources**, you might decide you want to stop doing a certain type of activity because it is not helping you learn. You may also decide that you want to adjust your goal. Ask your learning advisor about this.
- Problems with **time management**, **motivation** and **confidence** are things you can talk over with any learning advisor. You can visit the learning help desk if you need some ideas.



## Example of a weekly learning record

Target situation: *Casual conversation, talking about hobbies with friends*

Big goal: *Speaking* / Small goal: *Vocabulary* / Resources: *notebook, ello.org*

Weekly target: *I will use five words or phrases I learn from listening to ello.org videos when I talk to a teacher in the Academic Support Area.*

Planning			Plan	Actual
SURE	Learning activities (materials/resources)	Where?	When? For how long?	Actual dates & the time
Study	1. I will choose a theme I am interested in and find a video on ello. 2. I'll watch/listen to the recording while reading the script and note/collect useful words and phrases.	Study Room	Tuesday 2 <sup>nd</sup> koma for 1 hr	Tuesday 2 <sup>nd</sup> koma for 30 minutes
	3. I will listen/watch again, later, without reading. 4. I'll read and listen while I practice shadowing.	Home	10 min	15 min
Use	I will use some of the questions in the video script and think of my own answers. Then I will book a 15-minute conversation with an ELI teacher in the Academic Support Area. They can ask me these questions (and more) in our conversation about the video theme (I will record the conversation).	SALC	Wed. lunch time 20 min	Thursday lunch time 20 min
Review	1. I will look back at my vocabulary notebook 2. Listen to the recording of my conversation with the ELI teacher and check whether and how I use the new vocabulary and how I sound.	Train	Every day for 10 minutes	Thursday evening 20 minutes
Evaluate	1. I'll also listen to what the other person says, and write down new and useful language.	SALC	Friday 10 minutes	Friday 10 minutes
	2. I will compare my recording to one from 2 weeks ago and make a graph to track how I feel about my progress	Home	Saturday 15 minutes	Saturday 15 minutes

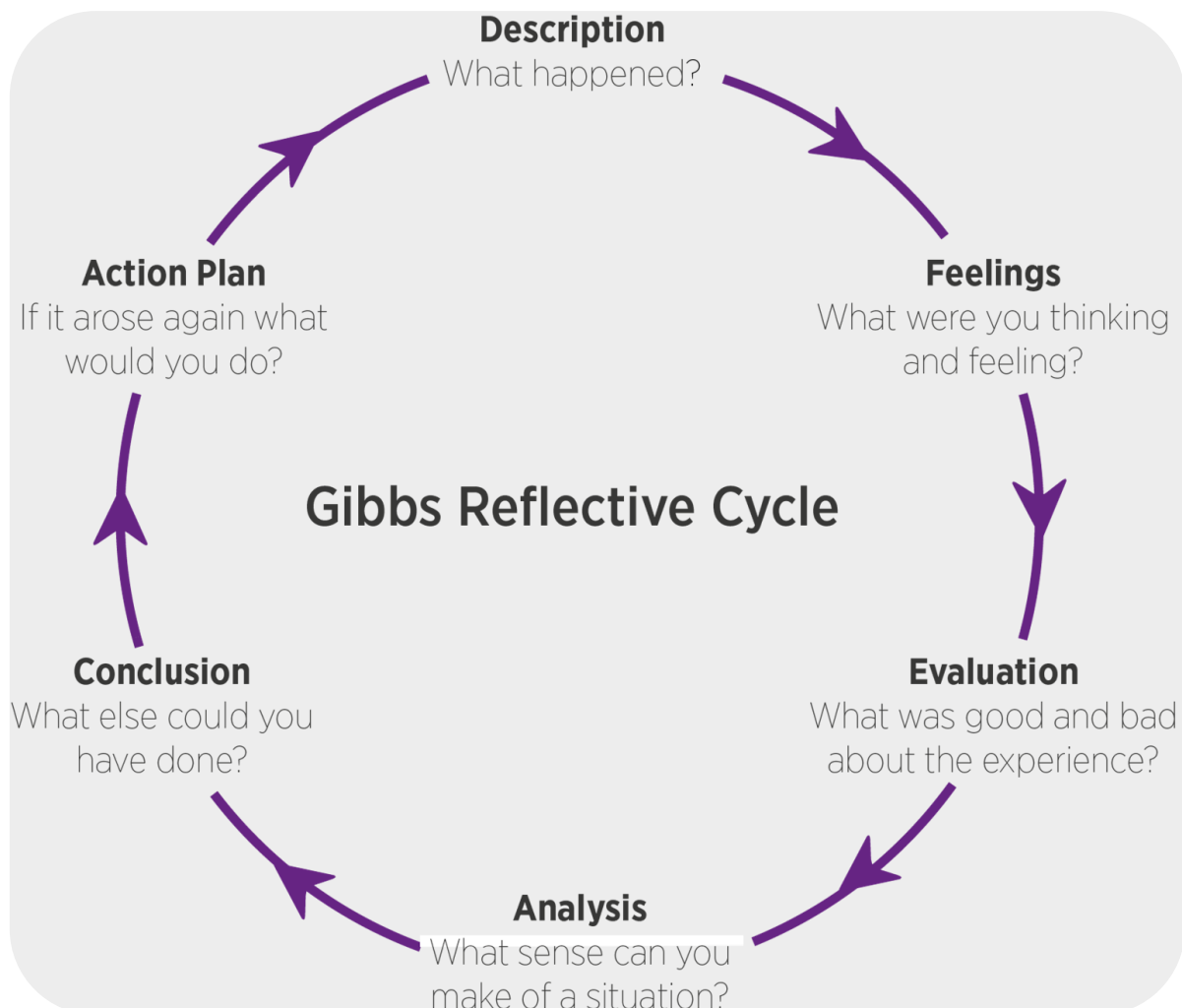
## Writing reflective questions

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In this section, there are some examples of questions you can use to help you with your weekly reflections. They are presented in six categories: a cycle of questions, focusing on the current week, focusing on the next week, stop and think questions, questions about learning, and summative questions. You can choose any question that you think is useful. And there is space for your own ideas. Please ask your learning advisor if you need help.

### Cycle of questions

One approach is to ask questions that are connected to one another in a cycle, like in the Gibbs cycle shown below:



## **Questions that focus on the past and present**

- What did you notice about how you used your time? Please explain.
- Describe how you felt when you used English this week.
- What is the most positive thing you achieved this week? Why?
- What do you think was the best part of this week's plan? What evidence can you give to support this?
- How did you evaluate your progress this week?
- How do you feel about the strategies you used to work towards your language target this week? Why do you feel this?
- What did you learn about yourself from your work this week on the learning process issue that you chose?
- How much progress have you made on the learning process issue you chose?
- Describe something about your learning that you shared with someone this week. How did sharing help you?
- What was your most powerful learning moment this week and what made it so powerful?

## **Questions that focus on change or the future**

- How did your learning this week connect to your future plans?
- Explain how you could improve your learning next week.
- Did anything about your learning activities or your skills change compared to last week? What was the difference?
- How can you take something that was positive this week and make it even better next week?
- Was there something negative that you experienced this week? How could it become positive next week?
- What difficulties did you have and how can you use them to help you grow in the future?
- What is one thing you want to change about how you study?

## Stop and think

- Do you feel you still need to work towards the goal you selected, or has something changed?
- Describe your feelings about the progress you have made towards your goal.
- What have you noticed about the way you have been planning and working to achieve your goal?
- Which week stands out to you the most so far? Why?
- Which week has been the most challenging so far? Why?

## Questions about learning

You can use this table from left to right or top to bottom to select questions which are connected.

	<b>Awareness</b>	<b>Evaluation</b>	<b>Regulation</b>
<b>Content (What)</b>	What have I learned?	Do I understand what I have learned?	What can I do in order to gain a better understanding?
<b>Process (How)</b>	How did I learn/do it?  What strategy did I use in learning this topic?	How effective is this strategy?	How can I make this strategy more effective?  Is the way I do it the best way?
<b>Reasons (Why)</b>	Why learn it?  What is learning?	Why would I think so?  Is this the only purpose of learning?	What would be a more useful way to understand learning?  How could this learning experience be interpreted differently?

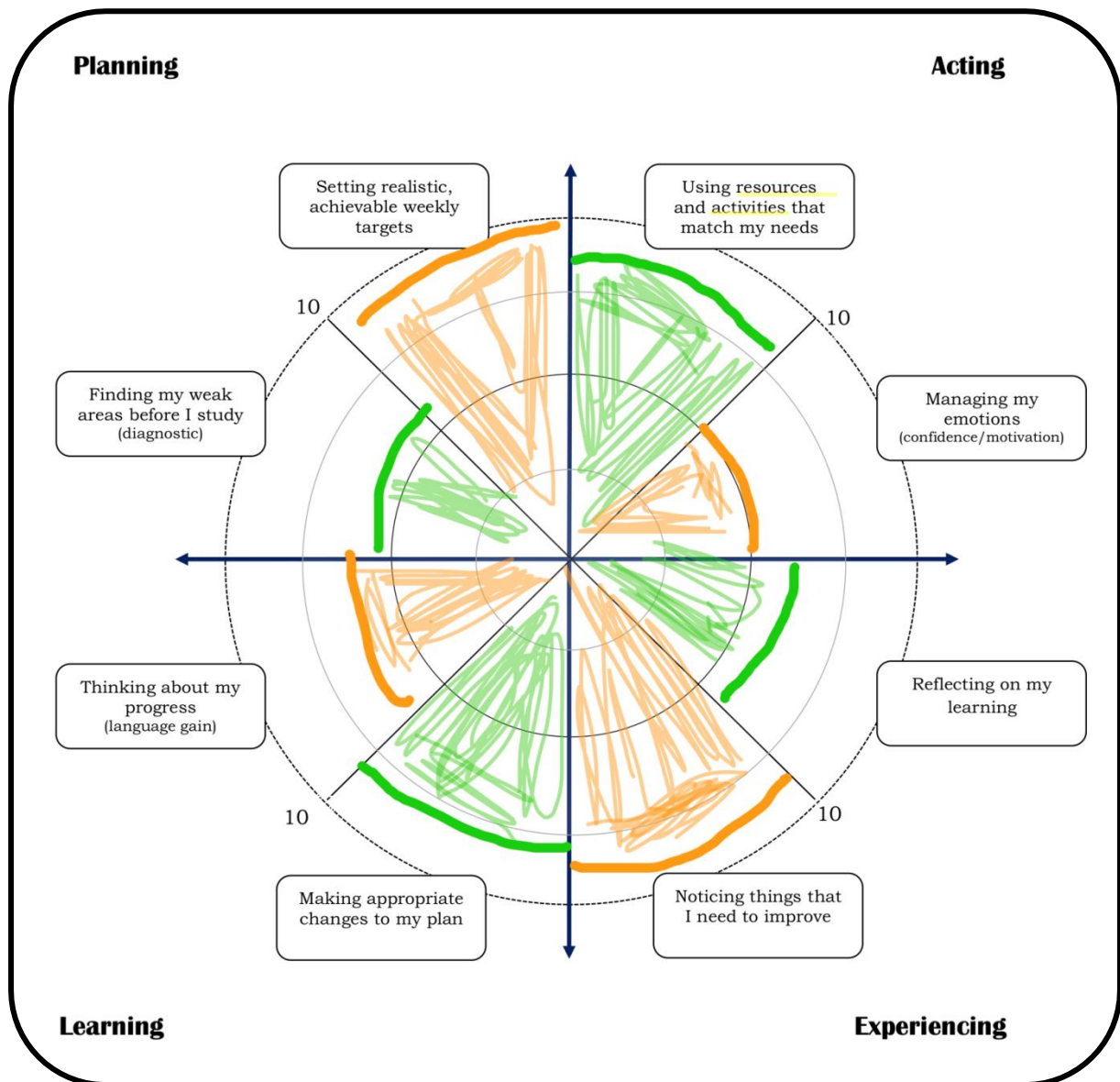
## Summative questions

- What was a turning point in the way that you studied? Please explain.
- What difficulties did you have and how can you turn them into positive experiences?
- How will you use the learning skills you have learned in the future?
- What made your learning unique and interesting?
- Explain how a strategy worked well for you?
- What did you notice about how you studied?

## Completing a wheel before your meeting

Before the scheduled meetings with your advisor, you are asked to fill out a wheel. This helps both you and your advisor to understand your current situation better.

Below is an example of a completed wheel and some questions for you to think about. You could ask yourself the same questions as you fill out your wheel.



- Are you happy with this wheel?
- Do you think this wheel can turn properly?
- What areas need work first? How can these areas be improved?
- How are the different areas of the wheel connected to one another?

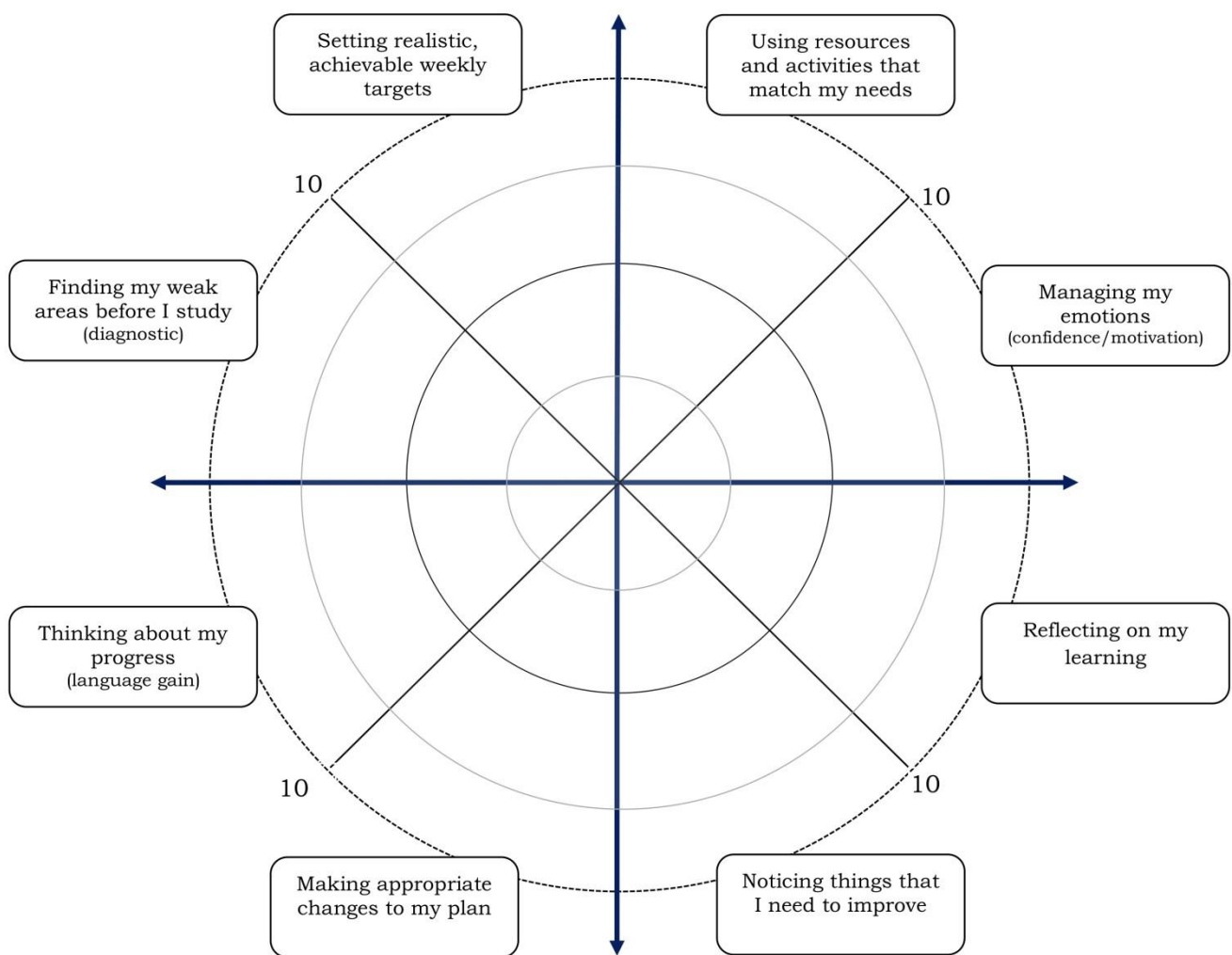
# A spare wheel

You may want to have extra meetings with your advisor through the semester. Feel free to fill out this wheel before such a meeting.

Before the meeting, complete the wheel to show your level of satisfaction in these eight areas. Be prepared to talk about each area in the meeting with your advisor.

**Planning**

**Acting**



**Learning**

**Experiencing**



## Getting the most out of meeting your learning advisor

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In an advising session, you can talk about things you want to have help with, something you would like to know more about, or how to do better. It can be very useful to record the session so that you can listen again.

Your learning advisor will ask questions to find out more information to help you with your situation or request. Be ready to talk a lot and think deeply.

### Before the meeting

It is important to prepare for your conversation with your advisor. Before your meeting, think about these questions. You can make notes on paper or in the box below.

- Is there anything happening in your self-directed learning (ELM 2 module) that you want to talk about? Is this related to a difficulty, or it is about something else, like something you are happy about, or want to know more about?
- How do you feel about this situation right now? Why do you feel this way?
- What would you like to do about this situation? How does it relate to your goals?

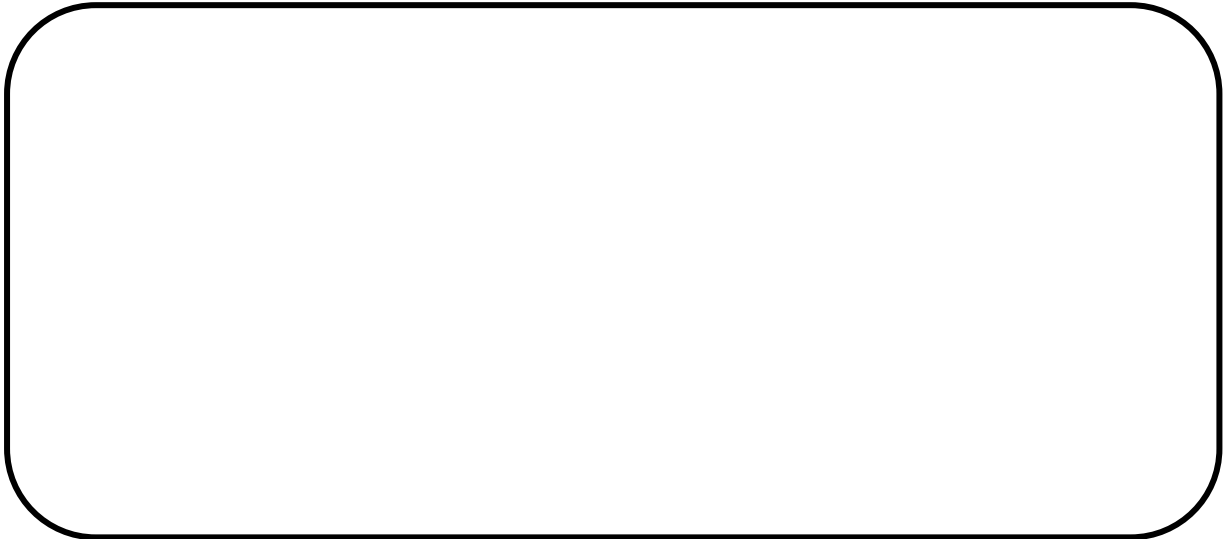
Before you go to talk to your learning advisor, can you think of some of the words you want to say? What are some questions you might want to ask?

Words I will want to say	Questions I might want to ask

## **After the meeting**

After you have had your advising session, it can be really useful to take a few minutes and think back about what you talked about, how you felt, and what your intentions are now. This can help you understand yourself better, learn from your past actions, make decisions, and move forward.

In your own words, describe how you feel about the advising session. What happened? Did you have any new thoughts or ideas?



## **Taking action**

Consider carefully what you thought and talked about with your learning advisor. Can you make a mini-plan to take the next steps and move forward? What would you like to change, try for the first time, or experiment with?

Write a list in the box below that outlines some of the things you want to do, try or achieve next. Write down some action steps you can take to do this.



## Four elements of reflective writing

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Becoming a more effective language learner needs a lot of thinking and reflection. You need to think about what your other people have said, what you have read about language learning, what you yourself are thinking, and how your thinking has changed. In this section, some advice on how to write a good reflection is given.

### Make connections

Reflective writing should build on what you already know by exploring **what** you are learning and **why** you are learning it.

*My teacher told me that focusing on one kind of accent is useful for improving my pronunciation, so I have been learning from New York speakers since it is easiest to understand – I lived there for 6 months last year. The NY accent is also good to learn because lots of movies are set in NY, so it is easy to find resources.*

### Explore your learning processes

Reflective writing should focus on your learning experiences: **how** you learned it.

*I am learning to speak with an NY accent. First, I watch a 30-second video spoken in a NY accent. I tried to listen to a longer video but I forgot what the person had said, so I decided to try shorter videos this week. Next I look at the script and I draw symbols to help me remember the words. Then...*

### Clarify what you are learning

Reflective writing should help you to think about what you are learning and any questions you may have. It is fine not to have the answers yet.

*I don't really know how to study accents. My teacher said shadowing is best but if I shadow, I can't hear what I am saying properly. What is the best way to compare my speaking to a NY person's speaking? Maybe I could...*

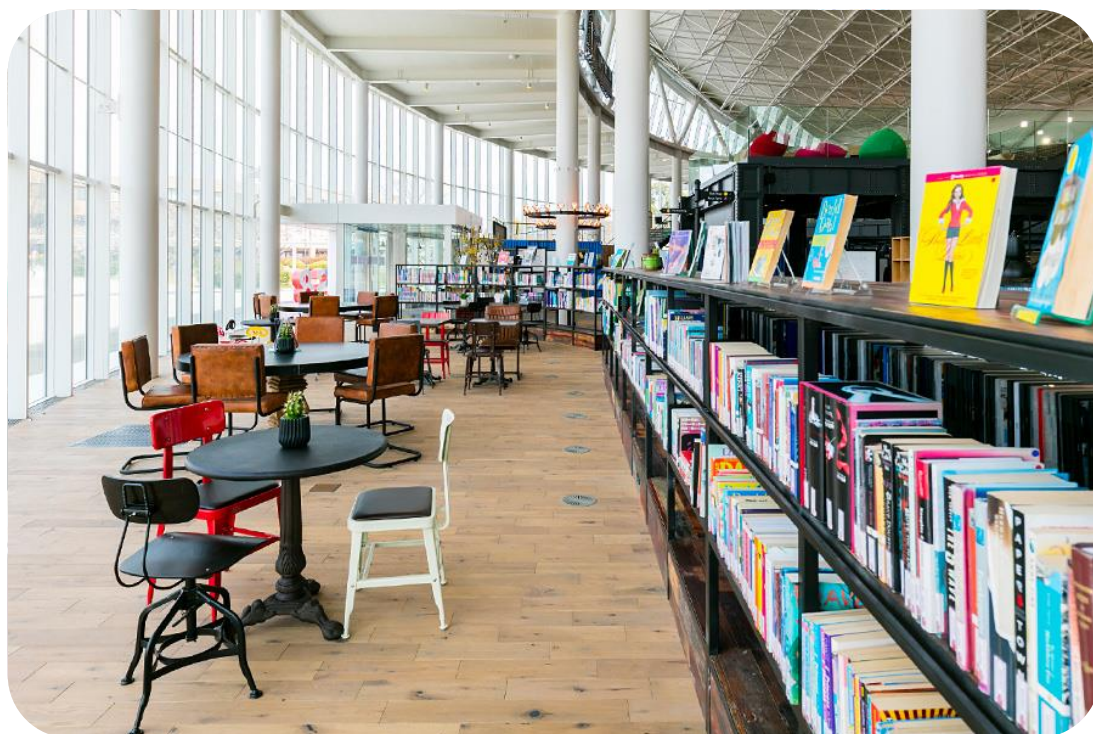
## Reflect on mistakes and successes

Reflective writing should have a good balance of mistakes and successes. Remember not to just describe these mistakes and successes, think about why it failed or succeeded, or how to improve next time.

*I keep saying words like, “Subtle”, “Albeit” and “Mishap” incorrectly. I tried to use the words when speaking to my teacher, but I couldn’t say them properly. I can usually say the words correctly when I’m alone. Maybe I get nervous when I speak English to others. I will try speaking slower and really concentrate on using these words.*

## Other things you can do

- Reflect on what you found confusing, inspiring, difficult or interesting, and say **why**.
- Talk about your future and how your learning connects to your future dream.
- Evaluate your progress.
- Talk about what you plan to do next and **why**.
- Use full sentences and complete paragraphs.
- Use personal pronouns such as “I”, “my” or “we”.
- Combine descriptive writing (talking about how something was done) with explanatory writing (talking about why something was done).



## Creating an action plan

It can be difficult to imagine an action plan for your learning. Sketching out your plan can help.

- Write down the next step towards your big goal,
- Then break that step into 3-5 smaller steps.
- For each smaller step, think about what issues (or obstacles) you may face.
- For each of those issues (obstacles), identify what is the cause.
- Finally, identify a possible solution for each of these issues.

Here is an example:

