

Learning Through Engagement

Louisiana State University Shreveport

Executive Summary

The Problem: Students lack self-awareness of academic strengths and abilities leading to frustration and failure in the college classroom. They also have poor self-management and critical thinking skills. These skills are not only crucial for academic success, but also vital for professional success in a workplace increasingly defined by technological change.

The Solution: In order to improve student learning and thereby academic and professional success, we turn from a pedagogy focused on cognition and content and towards one focused on process and teaching the skills intimately connected with learning itself. LSU Shreveport will enhance student learning through *Metacognition: Learning through Engagement*.

Increase Knowledge and Enhance Skill: To become effective and efficient learners, students must increase their metacognitive knowledge, which involves both becoming aware of personal learning strengths and understanding the arsenal of learning techniques at their disposal. But students must also master metacognitive practice, which involves self-regulation and management, including *planning* learning goals, *monitoring* progress towards those goals, and *evaluating* their learning activities with an eye for future improvement.

Our student-centered goals are therefore:

- 1) Increase student *knowledge* of self-regulation techniques and strategic learning to improve academic success in the classroom.
- 2) Enhance the skill component of strategic learning so that it can be applied in information processing and problem-solving.

To achieve these goals, we also undertake the transformation of our campus environment such that metacognitive techniques are incorporated and encouraged across the entire curricula, both in the classroom and through University support services.

Attack Vectors: In order to achieve these goals, we will first introduce and emphasize metacognitive knowledge and practice to all incoming students in Freshman Seminars. Second, we will reinforce those techniques throughout program curricula by infusing metacognition in our subject area courses. This infusion will be accomplished by providing training and incentives for faculty to learn and use metacognitive techniques. Finally, we will further inculcate and encourage metacognitive practice through the peer tutoring and coaching services provided by the Office of Student Development, the Math Lab, the Writing Center, and, later, the Student Success Center.

Assessment Headed by the QEP Administrator and a QEP faculty committee, LSU Shreveport will engage in its own self-regulation of the QEP *directly* through the ETS Proficiency Exams and analysis of data collected through embedded course assessments; and *indirectly* through the nationally normed and recognized LASSI and NSSE and through student focus groups.

Through this concerted effort involving the entire campus, LSU Shreveport is committed to preparing its students with the skills to meet the challenges of a changing world head on.

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