**Model of Strategic Learning**

***Objective:*** *To become aware of the variables most related to academic achievement and how these parts are interrelated*

**(B) WILL:**

*Motivation – wanting to do it*

* Setting, analyzing, and using goals
* Future time perspective
* Motivation for achievement
* Emotions and feelings about learning
* Beliefs
* Commitments to reaching goals
* Creating a positive mind-set toward learning
* Avoiding self-sabotaging thoughts and behaviors

**The Model of Strategic Learning** is an emergent model that considers the variables that are most related to academic achievement and retention and are most amenable to academic intervention. The learner is at the center of the model. Around the outside of the box are the **Academic Environment** factors that impact learning (D). The remaining three variables of the model are: (A) **Skill**, (B) **Will**, and (C) **Self-Regulation**.

(D) Requirements of the Current Learning Activity, Assignment, Test, or Course

(D) Teacher Beliefs/ Expectations

(D) Available Resources

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1. **SKILL:** *Having strategies to**learn academic content and the ability to adapt known strategies to new learning*

**(D\*) Academic Environment Variables**

(D) Social Context/ Support

**LEARNER:**

*Individual differences*

Learning skills and strategies:

* Using learning strategies and skills
* Identifying important information for reaching learning goals
* Reading and listening comprehension
* Note-taking and note-using
* Preparing for and taking tests
* Using reasoning and problem-solving skills

Having Knowledge About:

* Self as a learner
* Nature of academic tasks
* Learning strategies and skills
* Prior knowledge
* Learning context

**(C) SELF-REGULATION:**

*Self-Management and Self-Awareness*

* Time management/dealing with procrastination
* Metacognition
* Concentrating
* Comprehension monitoring
* Systematic approach to learning and accomplishing academic tasks (reflecting, brainstorming and creating a plan, selecting, implementing, monitoring and formatively evaluating progress, modifying and evaluating outcomes)
* Coping with academic worry and anxiety
* Managing motivation for learning and achievement
* Managing commitment and intention