

Individualized Coaching: Monitoring Strategies

Effective Note-taking	Concept-mapping
<p>Students voiced their struggles with note-taking: “never look at the notes taken”, “taking notes does not lead to learning”, or “simply copies and pastes information, being in robot mode rather than learning”. To address this issue, we asked Madelin, to think about the <u>purpose of her notes</u> instead of just passively writing down things. Madeline was guided to “try to have an image in your head and then actively build on that image”. First, Madeline used this strategy when reading about the pathology of a disease together with the coach sitting next to her. As Madeline and the coach worked side by side, the coach was able to engage in the metacognitive work with Madeline to refine the strategy use. The coach narrated her thinking with Madeline in order to help teach Madeline how to engage in those metacognitive processes herself. Madeline began with an image in pencil, and then as she read, she would add to/ change the image based on what she was reading. While the resulting notes were not always neat or understandable in the end, the process of creating the image allowed her to better understand a disease and its pathway. <u>The purpose of those notes was to build understanding, not to create a record for review.</u></p>	<p>To support independent reading with voluminous information, another monitoring strategy we focused on in our intervention was concept mapping. We divided concept mapping into four actionable steps for our students: <u>1. Consolidate (summarizing) - recognize what is important to know for this particular concept; 2. Sort (organizing) - organize information into groups; 3. Connect (integrating) - notice how groups and ideas interact; and 4. Elaborate (connecting) - clearly articulate the interaction.</u> During reading when Madeline was asked to think aloud, the coach facilitated her thinking about using concept mapping: “it sounds like you want to try visualizing, mapping out paragraphs and chunking of sentences.” After the intervention, Madeline noted that “I see the information and how I can relate [the information] to each other.” It is important to note that concept mapping is a particularly advanced monitoring strategy which we could not expect our students to grasp immediately.</p>
Self-questioning	Making Connections
<p>As a monitoring strategy, self-questioning can be used for different learning purposes, including connecting concepts (e.g., What is the relationship between this content and other content), integrating knowledge (e.g., How does this content change the way I approach or think about previous content? I used to think...Now I think...), and elaborating ideas (e.g., What else do I know about this content than simply what is written on the page?)</p> <p>Lisa reported difficulty in building cohesive connections about a concept. We asked her to question herself during reading using three prompting questions: <u>“What does this mean? (Put in in your own words)”</u>; <u>“What is most important about it?”</u>; and <u>“How does this relate to the last thing that I read?”</u> <u>If you can answer those three questions, then you can move on to the next idea.</u> During our second session, Lisa expressed her positive feeling about this strategy, arguing that “reasoning it out for something like this...helps.”</p>	<p>Danielle claimed that she reads for pre-class learning and “nothing is sticking.” During reading, she was <u>coached to visualize the way in which new and old content connected, and integrate a strategy of stopping occasionally to ask herself how the material connected to her clinical practice.</u></p> <p>By the end of the coaching sessions, she reported an increase in her in-class participation and a significant improvement in her formative assessments with an increase from the 60th percentile to the 80th percentile. She attributed a large part of this performance gain to improved strategy use learned through this coaching intervention. During the interview, she also mentioned that while she used to see concepts taught in class as isolated, now she could make connections between the concepts taught in class, her background knowledge, and other related concepts.</p>