

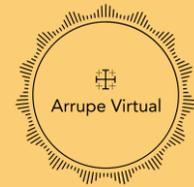


Arrupe Virtual Learning Institute

LEARNER SKILLS INITIATIVE

INITIATIVE'S DESIRED RESULTS

- Higher levels of engagement and achievement in AVLI online courses.
- Students who are better learners and better prepared to succeed in online and blended learning environments.
- Teachers who are better able to assist students with their learning.



LEARNER SKILLS INITIATIVE OVERVIEW

GENERAL AVLI CONTEXT

OUR DESIRE FOR AVLI STUDENTS

- To experience success in their coursework.
- To acquire content knowledge and grades commensurate with their performance.
- To be rewarded for hard work and persevere.
- To improve their meta-cognition, learning skills, and online self-efficacy.

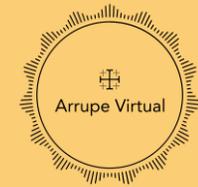
THE “Arrupe Way”

To empower students, teachers, school personnel, and parents to do their best education work through precise assessment, clear communication, and heightened engagement.

OBJECTIVE OF LEARNER SKILLS INITIATIVE

To create a learner skills framework and technology presence that...

- Provides a common language for understanding learning within cognitive and non-cognitive dimensions.
- Provides learner skills assessment instruments for gauging and shaping student development.
- Provides learner skills resources and programming (student, teacher, parent...).
- Informs instructional design of coursework.
- Captures data to inform decision-making and research.



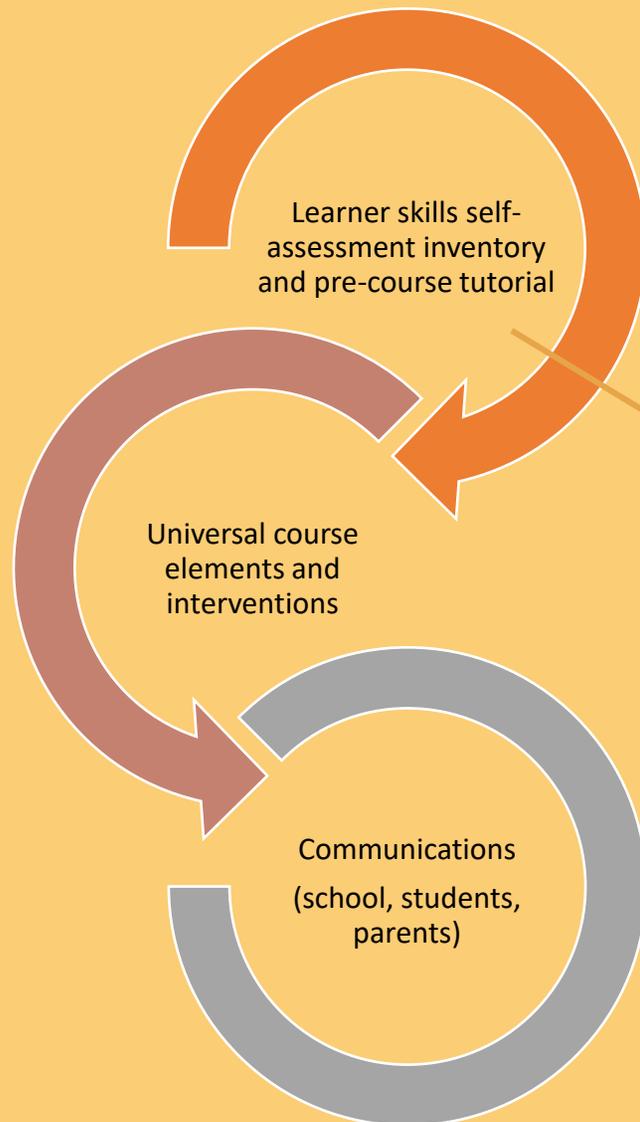
LEARNER SKILLS INITIATIVE OUTLINE

For four hundred years Ignatian education has stressed an integrative approach to learning that recognizes the importance of knowledge acquisition (*eruditio*) and the equally important formation of an individual's moral and personal character (*pietas*) (SIPEI, 2015). Addressing both *eruditio* and *pietas* requires 1) executive function, 2) integrative function – the importance of which is often discussed in 21st century learning – and 3) social values process, connecting learning to matters beyond self. While some consider social values process extraneous, recent research connects self-transcendence to fostering academic perseverance (Yeager, Henderson, Paunesku, Walton, D’Mello, Spitzer, Duckworth, 2014).

While the categories of executive function, integrative function, and social values process appear distinct in the table below, they are complementary and interactive. And when practiced regularly their associated skills encourage meta-cognitive connections that enhance life-long learning.

<i>Eruditio</i> : the acquisition of knowledge	Executive Function	Hill <i>Academic Mindset</i>	Motivation
			Goal-Setting
			Planning and Time Management
		Skill <i>Academic Behavior</i>	Organizing Materials and Resources
			Reading, Writing, and Computation Strategies
			Note Taking Strategies
			Studying and Test-Taking Strategies
		Will <i>Academic Perseverance</i>	Attention Control & Environmental Structuring
			Perseverance/Grit
	Help-Seeking		
Integrative Function <i>Self-Reflection</i>	Communication		
	Learning Self-Assessment		
	Critical Thinking		
	Reflection		
Social Values Process <i>Self-Transcendence</i>	Social Justice		
	Diversity/Pluralism		
	Ecological/Environmental Perspective		
<i>Pietas</i> : the formation of an individual's moral and personal character in the service of the common good			

LEARNER SKILLS INITIATIVE DESIGN



PURPOSE OF LEARNER SKILLS SELF-ASSESSMENT INVENTORY AND PRE-COURSE TUTORIAL

Students

- To help students better understand the skills and practices of learning.
- To help students reflect on their current strengths and weaknesses regarding their learning skills.
- To provide motivation for skill improvement.

Teachers

- To provide fuller context of individual students' learning strengths and weaknesses.
- To inform strategy regarding communication, engagement, and assessment at the student and class level.
- To provide context for professional exchange between AVLI teachers to improve practice.

AVLI

- To inform strategy regarding communication, and engagement at the institutional level.
- To inform effectiveness of current AVLI programs and priorities.
- To inform decisions regarding future programming and initiatives.



Primary Research Resources

SIPEI, [*JESUIT EDUCATION AIMS TO HUMAN EXCELLENCE: Men and Women of Conscience, Competence, Compassion and Commitment*](#)

Metzler, [*Executive Function in Education*](#)

Farrington, [*Academic Mindsets as a Critical Component of Deeper Learning*](#)

Zumbrunn, Tadlock, Roberts, [*Encouraging Self-Regulated Learning in the Classroom: A Review of the Literature*](#)

Yeager, Henderson, Paunesku, Walton, D'Mello, Spitzer, Duckworth, [*Boring but Important: A Self-Transcendent Purpose for Learning Fosters Academic Self-Regulation*](#)

ECRA, [*Addressing Executive Function at the Secondary Level*](#)

Lynch, Dembo, [*The Relationship Between Self-Regulation and Online Learning in a Blended Learning Context*](#)

Wang, Shannon, Ross, [*Students' characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning*](#)

Cho, Shen, [*Self-regulation in online learning*](#)

OECD, [*PISA 2009 Results: Learning to Learn*](#)

Dweck, [*Mindset*](#)

Duckworth, Yeager, [*Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes*](#)

Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, Beechum, [*Teaching Adolescents To Become Learners*](#)