



Learning Logs: A Tool for Training Students to Assess and Regulate Their Own Learning



PRESBYTERIAN COLLEGE
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In a nutshell...

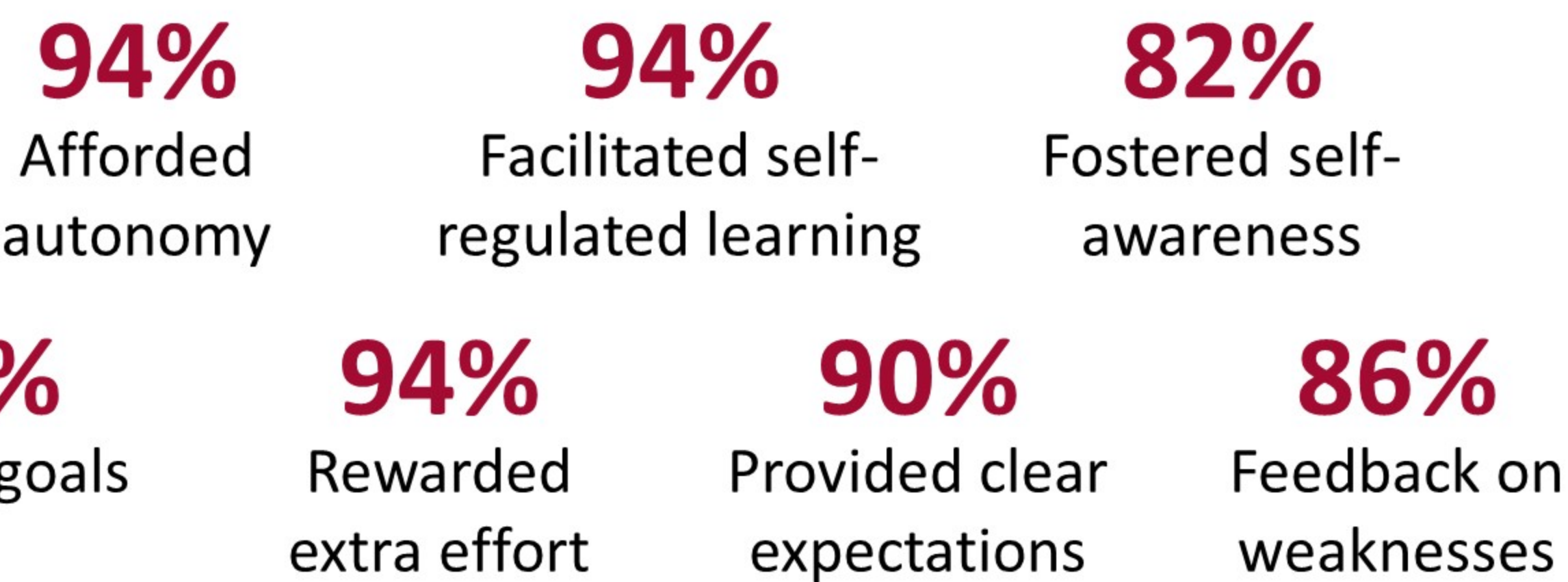
Learning logs are an innovative assessment tool that provides a framework to guide students through the self-regulated learning cycle and coaches them to evaluate their progress toward specified student learning outcomes.

Innovation Highlights

- ✓ Bridges the gap between self-regulated learning (SRL) and self-directed learning (SDL)
- ✓ Coaches through self-assessment, reflective, and planning steps
- ✓ Scaffolds SDL skills by requiring self-assessment of progress toward predetermined SLOs
- ✓ Provides guidance in task selection via learning activity menus
- ✓ Fosters selection of learning activities that accomplish learning goals
- ✓ Supports autonomy

What did students think?

Achieved all intended purposes

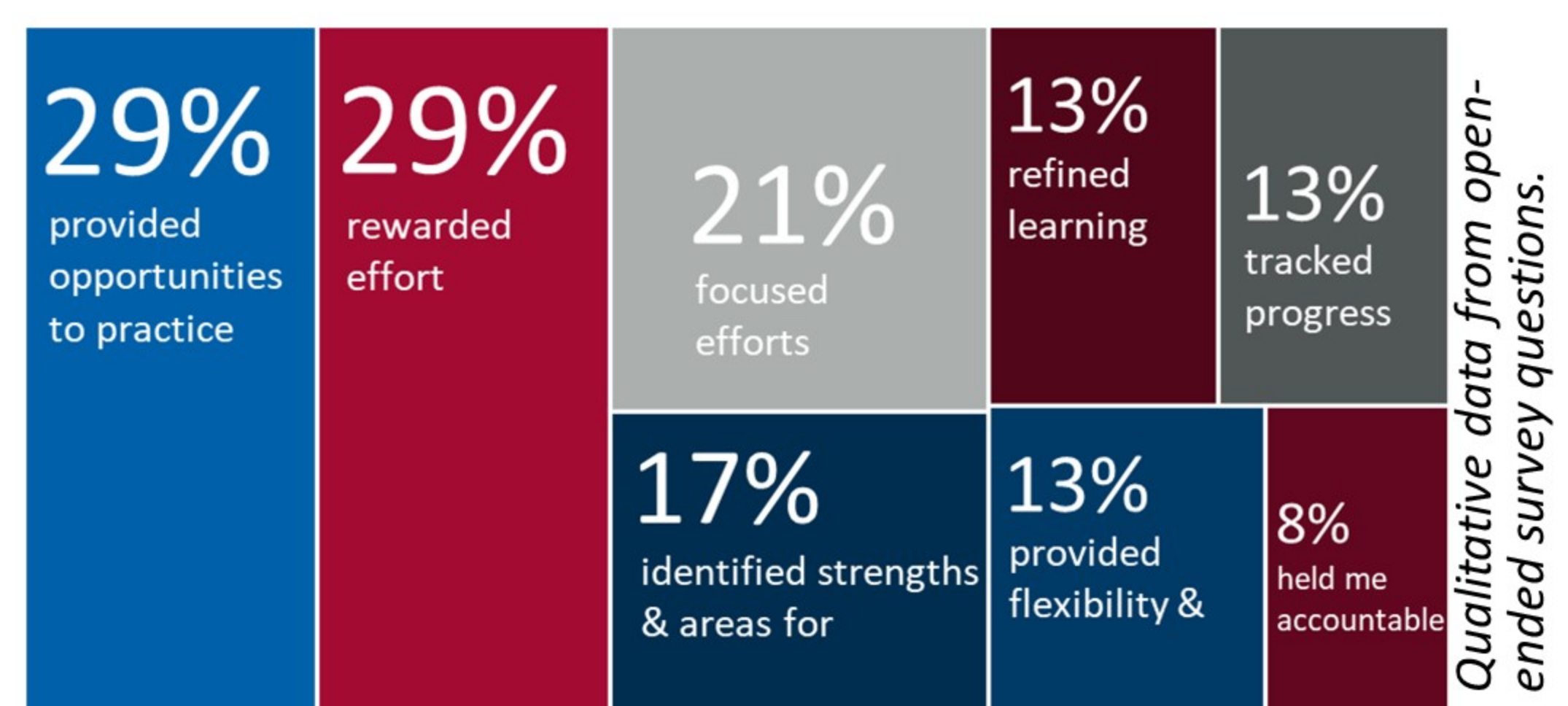


Anonymous survey of students at end of fall 2021 pharmacokinetics course; 93% of students responded. Quantitative data from Likert scale survey questions.

Positively impacted student learning



Students' favorite aspects



How do Learning Logs foster self-regulated learning?

Step 1: Self-Assess

Students rated each learning outcome as:

C = Confident

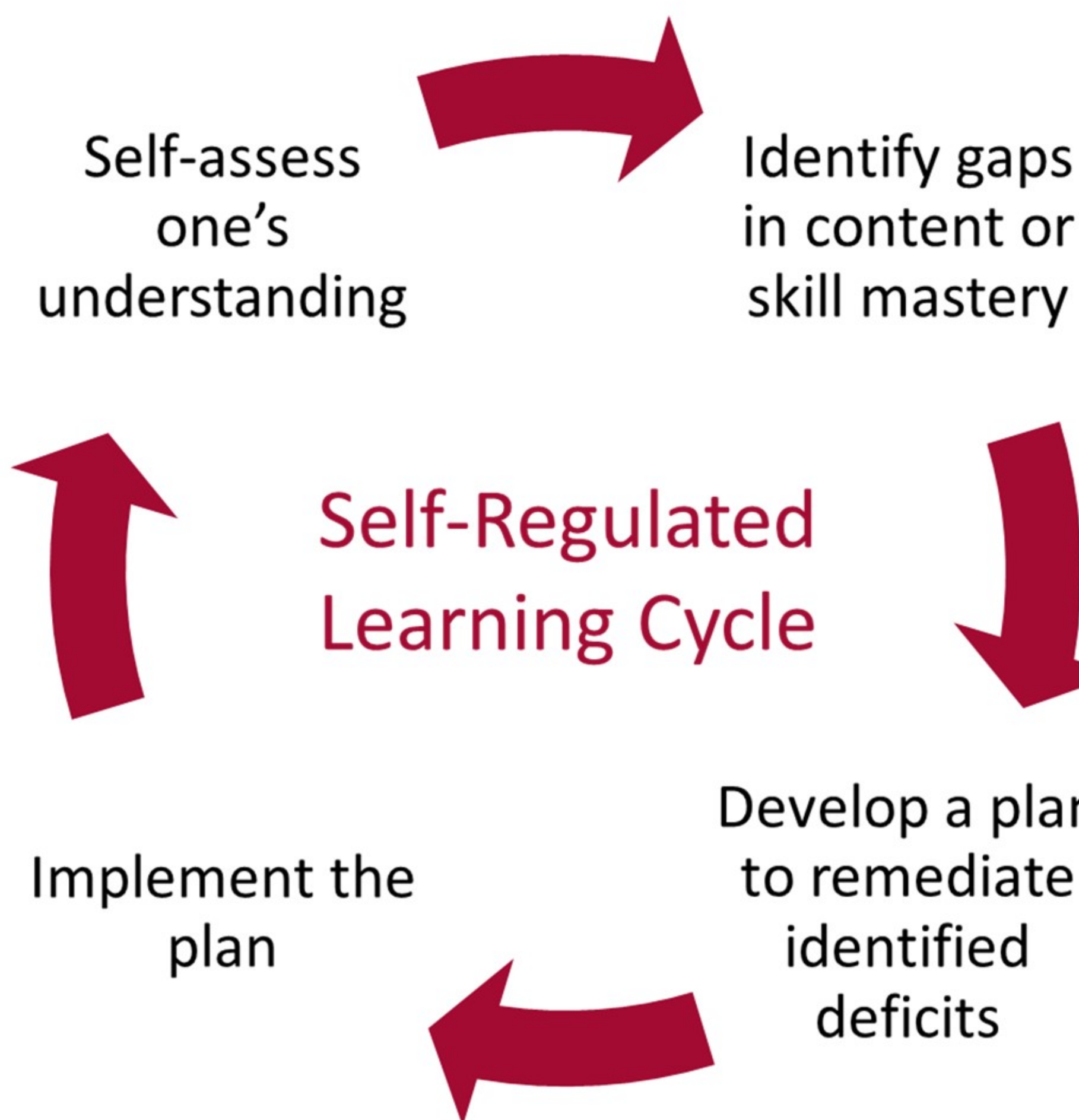
I would feel comfortable explaining this to the rest of the class.

A = Almost there

I think I understand this, but I can't really explain it well yet.

N = Needs work

I need to put in some work to master this.



Step 2: Reflect & Plan

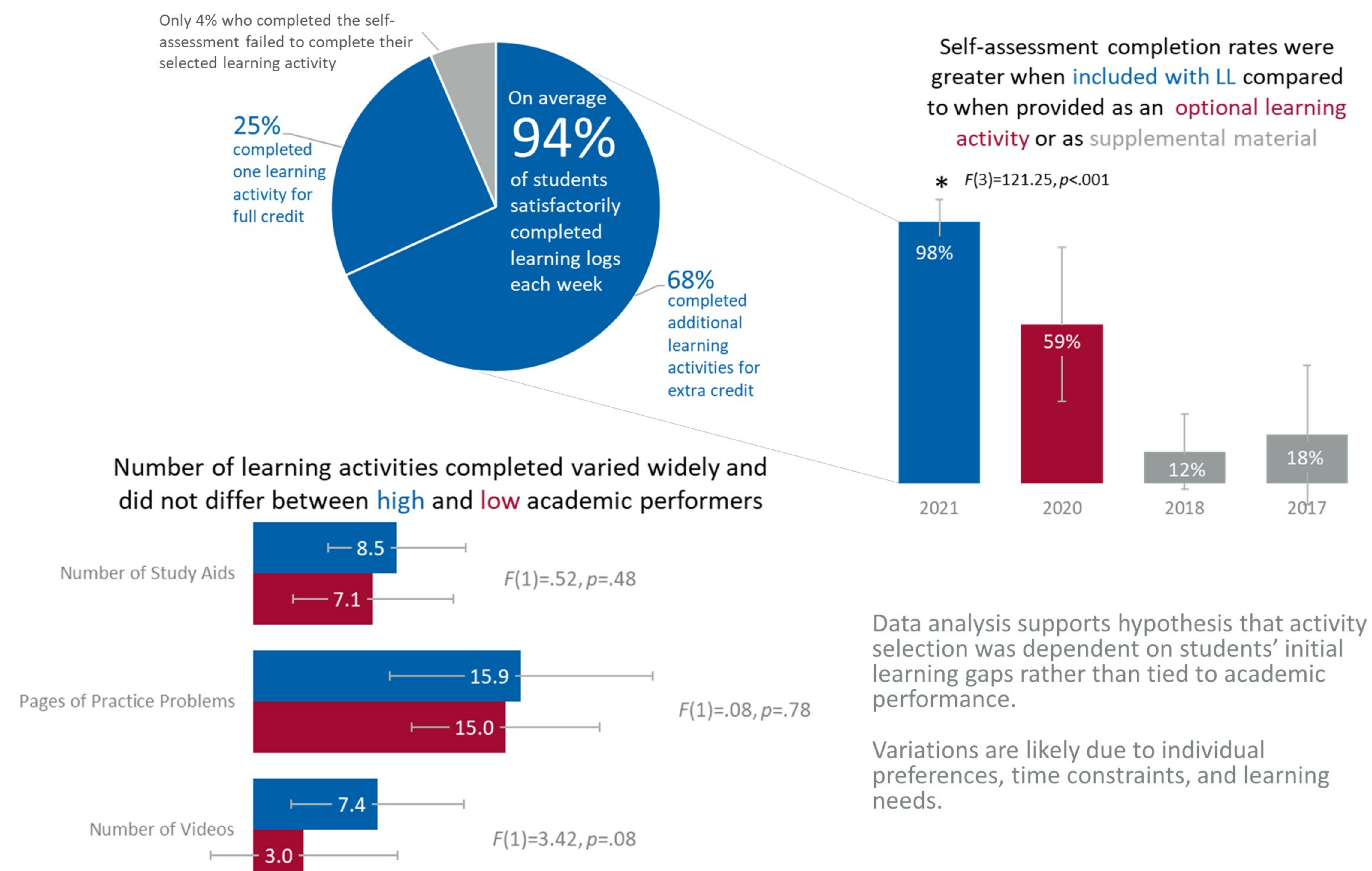
Students created a learning plan by answering reflection questions:

1. What STRATEGIES can you employ to prepare yourself to be able to understand and explain the gaps you identified?
2. What LEARNING ACTIVITIES will you complete to prepare yourself to be able to understand and explain the gaps you identified?

Students completed their selected learning activities and uploaded evidence of completion.

Step 3: Practice

Do Learning Logs really work?



How Could I Employ Learning Logs?

- Transferable to:
- ✓ Courses on any subject
 - ✓ Singular learning experiences (e.g., IPE event)
 - ✓ Longitudinal programs (e.g., IPPEs, APPEs, co-curriculum)

Example Courses Currently Using LL

- Pharmaceutics
- Pharmacokinetics
- Therapeutics of Self Care
- Clinical Research Design & Biostatistics

Requirements

- ✓ Well-written SLOs
- ✓ Menu of learning activities
- ✓ Map learning activities to SLOs

Initial Instructor Workload

- ✓ Intentionally devise SLOs
- ✓ Design learning activities with clear specifications that are mapped to SLOs
- ✓ Set up LMS for submissions

Sample Learning Activity Menu Items

- Study aid
- Infographic
- Concept map
- Decision tree
- Venn diagram
- Practice problems
- Explanatory video
- Drug information request

Ongoing Instructor Workload

- ✓ Verifying submissions
- ✓ Providing feedback

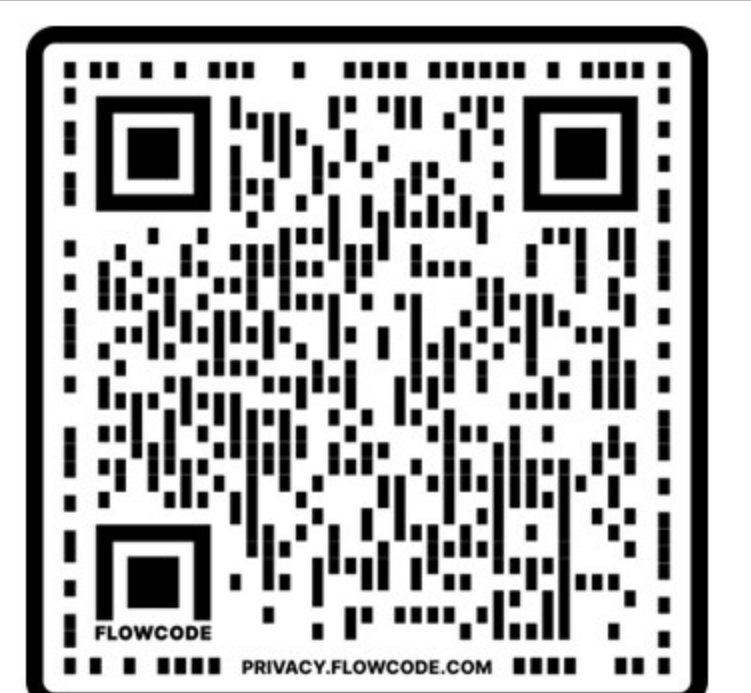
Implementation Tips

- ✓ Write learning outcomes using student-focused language so students can easily self-assess their mastery of each SLO
- ✓ Purposefully design learning activities that foster development of learning outcomes
- ✓ Communicate importance of selecting learning activities that allow practice of the SLOs self-assessed as needing work
- ✓ Set up a single LMS site for students to submit both their self-assessment and selected learning activity
- ✓ Use specifications grading to simplify grading of self-assessments and learning activity completion
- ✓ Devise explicit and clear specifications and expectations for all learning activities
- ✓ Assign a minimum exam grade / average required for students to be evaluated as competent (C grade) for the course

Selected References

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3. Nilson L. *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*. Stylus: Sterling, VA. 2013;76.
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