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Pattern Design of Learning Strategies: A Qualitative Research

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Research Paper

Abstract

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Purpose: Learning strategies play an important role in performance and academic progress, and the design of various models can be effective in this field. As a result, the present research was conducted with the aim of designing a model of learning strategies.

Methodology: The current research was cross-sectional in terms of time, applied in terms of purpose, and qualitative in terms of execution method. The research community was academic documents and experts about learning strategies in 2021. The sample of the research was 15 documents and 20 university experts who were selected as a sample based on the principle of theoretical saturation and after checking the inclusion criteria with the purposeful sampling method. The tools of the current research were note-taking and semi-structured interview, the validity of which was confirmed by the triangulation method and the reliability was obtained by the agreement coefficient method between two coders of 0.85. Data were analyzed by coding method in MAXQDA software.

Findings: The findings showed that the pattern of learning strategies had 47 indicators, 7 components and 2 dimensions; So that the dimension of cognitive strategies had 4 components of repetition strategy, expansion strategy, organization strategy and evaluation strategy, and the dimension of metacognitive strategies had 3 components of planning strategy, monitoring strategy and organizing strategy.

Conclusion: According to the indicators, components and dimensions of the learning strategies model, to improve the performance and academic progress of learners, it is possible to improve the identified dimensions and components of learning strategies.

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Detailed abstract

Purpose: Educational systems play an important role in economic, social and cultural development, and in this context, the use of effective and efficient learning strategies by educational systems is very important. One of the main concerns of today's educational systems is to try to learn better and teach solutions and strategies for this purpose, and for this reason, one of the most important topics in the opinion of experts of educational systems is the discussion of learning strategies, which can provide the basis for many changes and developments in educational systems. Educational systems and the activities that govern them are always undergoing change and transformation due to the progress of societies, which is the result of social developments and various sciences. Therefore, the speed of evolution of educational systems is such that sometimes it causes a general change in the educational structure of the society. Today, it has been proven that one of the main factors in the failure of learners is their inability or failure to use learning strategies, which increases the problems of education and increases the difficulty of learning in them. Learning requires the design of activities such as reflection, planning and teamwork, and creating the ability to learn and increasing the amount of learning is one of the most basic principles of creating change and transformation in educational systems. Learning strategies are mainly explained by information processing approach and according to this approach, human learning is a continuous activity of information processing through which learners acquire material. Learning strategies mean a set of purposeful, regular and structured techniques for more appropriate information processing, more meaningful learning and better recall. In another definition, learning strategies mean the methods that the learner should use in the learning process to select and acquire information and integrate them. This structure includes a set of learning skills and self-management of learning that the learner uses for learning, checking the realization or non-realization of learning and providing corrective solutions to improve learning. In other words, learning strategies are a type of skills that each person uses according to their characteristics and the characteristics of the learning task. As a result, the present research was conducted with the aim of designing a model of learning strategies.

Methodology: The current research was cross-sectional in terms of time, applied in terms of purpose, and qualitative in terms of implementation method. The research community was academic documents and experts about learning strategies in 2021. The sample of the research was 15 documents and 20 university experts who were selected as a sample based on the principle of theoretical saturation and after checking the inclusion criteria with the purposeful sampling method. In this method, among all the documents related to learning strategies that examined the factors affecting learning strategies, 15 cases were selected if they met the criteria of the researchers, including identifying the factors of learning strategies as the final sample of the document section, and in the same way, among the academic experts interviewed. It continued with them until the research reached saturation and the experts were selected as samples and interviewed if they had the criteria desired by the researchers, such as having a book, research plan, guidance or consultation, dissertation and article in the field of learning strategies. In order to carry out this research, first of all, the domestic and foreign authoritative sites were examined with the keyword of learning strategies, and related documents were identified, and in the next step, the title and keywords were examined, and if no attention was paid to learning strategies, they were removed from the research, and in the next step, their abstracts were examined. And in case of not paying attention to learning strategies and not identifying factors affecting learning strategies, they were removed from the research and based on this, 15 documents were selected as the final sample. Based on the study of documents and with the help of professors, questions were designed for interviewing university experts. The experts were selected and interviewed according to the criteria for entering the study, and the interview with the experts continued until the research reached saturation. The tools of the current research were note-taking of learning strategies documents and semi-structured interviews with university experts with the help of four main questions reported in Table 1. Interviews were conducted individually with academic experts, and in addition to recording the key points of the interviews, as previously coordinated with the academic experts and with the commitment to comply with ethical points, their consent was obtained, the audio of the interviews was recorded for review. The interview with each academic expert lasted between 30 and 90 minutes and included four main questions and a number of sub-questions and continued until the results were reached. In this research, the validity was confirmed by the triangulation method and its reliability was obtained by the agreement coefficient method between two coders of 0.85. Data were analyzed by coding method in MAXQDA software.

Findings: Findings showed that the pattern of learning strategies had 47 indicators, 7 components and 2 dimensions; So that the cognitive strategies dimension had 4 components of rehearsal strategy, elaboration strategy, organization strategy and evaluation strategy and metacognitive strategies dimension had 3 components of planning strategy, monitoring strategy

and regulatory strategy. Findings showed that the model of learning strategies had 47 indicators, 7 components and 2 dimensions; So that the cognitive strategies had 4 components of repetition strategy, expansion strategy, organization strategy and evaluation strategy and metacognitive strategies had 3 components: planning strategy, monitoring strategy and discipline strategy. The model of learning strategies had two dimensions: cognitive strategies and metacognitive strategies; Cognitive strategies with 29 indicators have 4 components of repetition strategy (8 indicators), expansion strategy (7 indicators), organization strategy (7 indicators) and evaluation strategy (7 indicators) and metacognitive strategies with 18 components have 3 components: planning strategy, monitoring strategy and was a regulatory strategy (6 indicators each)

Conclusion: According to the indicators, components and dimensions of the pattern of learning strategies, to improve the academic performance and achievement of learners can be done by promoting the identified dimensions and components of learning strategies. Learning strategies, both cognitive and metacognitive, can be effective in curriculum development and learning improvement, and the importance of learning and the acquisition of acquired abilities in development has always been considered.