

FROM STRATEGIC TEACHING TO MODELING LEARNING AND MOTIVATION STRATEGIES

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Abstract: *Teachers are concerned with training competent students who do not passively receive and process information, they are active participants in the learning process, building meaningful knowledge given by their own previous knowledge and new experiences. Students with well-developed skills to manage their own learning are able to set appropriate learning goals, use their knowledge and skills to direct their own learning and can choose strategies appropriate to their learning tasks. A learning strategy serves to better select information, establishing connections between different elements of the subject or making associations between new and previous knowledge. Learning learning strategies focus on what makes students more active by teaching them how to learn and how to use what they have learned to be successful. In addition to learning strategies, we emphasize the role of motivational strategies for self-regulated learning. Among the determinants of learning orientation are intrinsic and extrinsic motivation, personal or situational interest and goal orientation. These types of motivations are similar in that they determine whether learning is seen by the student as a tool to achieve a goal (e.g., to be promoted) or whether the learning itself is experienced as satisfying, that it extends to knowledge, and skills. Thus, in this study we aim to obtain feedback from students on the quality of teaching-learning-motivation strategies proposed by the content and tasks of the courses taken. The instrument used is a standardized questionnaire to investigate the academic motivation of students - MUSIC. The information we will obtain has the role of identifying the weaknesses and strengths of the teaching-learning-motivation strategies used in order to optimize, improve the quality of educational activities.*

Keywords: *strategic teaching; learning strategy; motivation.*

I. Theoretical premises

A student's approach to a task is called a strategy. This is different from a student's ability in that the latter consists of a set of procedures that the student learns. One strategy is how the student approaches a task and applies skills or procedures. A student's knowledge consists of content, skills and strategies, each of which is crucial for school success. Strategies form a bridge between skills and content.

The term strategy is very general. It encompasses all methods, approaches or procedures, enabling the goal to be achieved. The global aspect of strategy is emphasized by Giasson (2001) who defines the learning strategy as "knowing what to do (declarative knowledge), why, when (pragmatic knowledge) and how to do it (procedural knowledge)." (apud Vianin, P., 2011)

The implementation of a learning strategies curriculum is a problem that could revolutionize training models. The elaboration of such a curriculum "has become a high priority in education" (Negovan, E., 2007), and the author identified some important

principles: exposing students to a greater number of different strategies, not just a general learning strategy, but and specific techniques; teaching conditional knowledge about: when? where? and why? various learning strategies are used; direct training in learning by schemes; developing students' desire to use strategies in learning and developing motivation.

Strategic teaching is a pedagogical model based mainly on research in the field of cognitive psychology. Thus, in strategic teaching to pursue interventions that promote their knowledge and transfer, the teacher uses his knowledge in the learning process of students no matter how they learn, how to process information in memory and how to organize and store it for find them at the desired time. During the exercise of his multiple roles, the teacher offers students, essentially, three types of support depending on the degree of mastery. The teacher is, first of all, a model explaining aloud the knowledge required in the execution of the task. Then, he diminishes his support, leaving room for guided practices during which he helps the student through questions and support, and cooperative practices during which the student benefits from the support of his colleagues. Finally, as the student becomes more competent, the teacher validates his initiatives and approaches until autonomous practice. (Peculea, L., 2015, p. 95)

The concept of strategic teaching gives the teacher the role of strategist, the one who makes decisions on "what", "how" and "when" is taught and learned. Thus, making decisions on the most appropriate content and training strategies is the core of strategic teaching. The concept of strategic teaching is mainly outlined on the role of the teacher as a “model” (how to think in a certain task, how to apply strategies, what to do when you have no other alternatives) and as a “mediator” (anticipate problems that may arise in the learning process, proposes solutions to overcome them, guides students from the initial stages of learning to independent learning).

From the perspective of strategic teaching, we exemplify a model of planning learning sequences that highlights three training events specific to motivation, acquisition and performance. Training events are a set of actions taken to provoke a certain number of student behaviors. Therefore, it is possible to plan the instruction according to the following events: initial events, which allow the student to receive the content to be learned; events for the actual learning activities, which serve to present the new content, to ensure student participation and to provide appropriate feedback; "reinvestment" events, which allow the realization of corrective, deepening and enrichment activities. The set of these events represents the general framework of planning the learning sequences and of the strategic teaching (Table no. I.1).

Table I.1. Learning sequence planning model- Trif, L., Voiculescu, E. (2013), apud. N., Lebrun, S., Berthelot, (1994)

Training events	Components	Actions
Initial events (How do we motivate and interest the student?)	student motivation	- proposing a triggering element of the activity - creating a situation - drawing attention to some aspects - causing an imbalance that raises questions
	goal formulation	- informing students about the objectives - these objectives can take many forms, depending on the target population (in some cases it must be taken into account that the formulation of objectives does not discourage students)
	recall of previous	- highlighting new acquisitions based on previous ones - provision of reminder exercises

	acquisitions	
Activities taking place (How is the content of learning presented and how does it cause performance in students?)	presentation of contents	<ul style="list-style-type: none"> - determining exactly the information to be presented - joining the information to the objective pursued - adapting the information to the target audience - defining new concepts - providing appropriate examples - providing for questions and judicious interventions - supporting the interest (references to practice, anecdotes, illustrations etc.)
	the practical action of the student	<ul style="list-style-type: none"> - learning guidance - determining the expected actions and behaviors - creating practical situations - skills transfer
	the presence of feedback	<ul style="list-style-type: none"> - checking the understanding by the students - achieving appropriate feedback
"Reinvestment" events (What are the solutions that will contribute to the results of the feedback?)	learning balance	<ul style="list-style-type: none"> - summary of what has been learned - raising new questions
	presentation of corrective, enrichment and deepening activities	<ul style="list-style-type: none"> - provision of the following activities (independent work, tutoring etc.)

Strategic, activating teaching favors the acquisition by students of both declarative and strategic and procedural knowledge, the latter two types involving the attainment of higher taxonomic levels of thinking and promoting the achievement of learning autonomy. Strategic teaching "shapes the learning strategies adopted by students and the strategies of intrinsic higher motivation for the progressive acquisition of an increasingly complex knowledge." (Bocoş, M., Stan, C., Manea, A. D., 2008)

The teacher's role is to act and intervene at the request of students in order to facilitate their learning, to involve them in the activity, to determine them to learn and become active, actors and authors of their own knowledge. It also helps them to find and use learning and work strategies customized and adapted to the process of their own training, their own personality, their own intelligence profile, their own goals.

Teaching learning strategies is effective because: it teaches students skills to use strategies; helps students to monitor and reflect on their own learning; allows students to take responsibility for their own learning; it teaches them the attitude of learning, shows them how to reach the meanings of new information and persevere even if their first attempt is not successful.

„ Teaching acquires a functional and efficient structure in the context of other teaching activities, if and only if it induces a real learning process, if it motivates students to get involved in activities that require effort, understanding, assimilation of values (knowledge, skills , skills, attitudes), to make transfers and creative applications. " (Neacşu, I., 1990)

„ In the social teaching system, teachers must relate to those they educate, establish cooperative learning relations with students and their parents and other stakeholders in society. They educate not only in the classroom, but through every relational contact with students and parents, they carry out a work of growth and development, of leadership and

direction. Teachers activity takes place in the presence of people in training and for this reason derives the need for maximum responsibility for the behaviors and interventions of the educator." (Herman, R.I., 2015, p.257)

Learning strategy - concept and characteristics

Broadly speaking, Giasson (2001) defines learning strategy as "knowing what to do (declarative knowledge), why, when (pragmatic knowledge) and how to do it (procedural knowledge)." (apud Vianin, P., 2011) There are multiple defining perspectives through which this concept is operationalized, followed by a series of classifications of learning strategies (CS Weinstein and RE Mayer - 1986, McKeachie, Pintrich, Lin and Smith, 1988; BJ Zimmerman, 1990; O'Malley, Chamot and Oxford, 1990; Benson Ph., Grabe W., Stoller FL, 2001) Without detailing their content, we present characteristics of learning strategies: they contribute to individual abilities to understand new information. , improving concentration, understanding how learning takes place and promoting self-regulatory performance. By teaching the student learning strategies, he can create connections between existing knowledge and new content. Sometimes learning strategies are used to simply turn information into a form that is more accessible to the student, while other strategies facilitate verification, emphasize attention as a qualitative aspect of performance, block interference, structure and establish sequences in parts. which can be learned. Learning strategies can prepare the student to act intentionally, to focus on action and to make an effort.

In addition to learning strategies, we add motivational strategies for self-regulated learning. Among the determinants of learning orientation are intrinsic and extrinsic motivation, personal or situational interest and goal orientation. These types of motivations are similar in that they determine whether learning is seen by the student as a tool to achieve a goal (e.g., to be promoted) or whether the learning itself is experienced as satisfying, that it extends to knowledge, and skills.

Traditionally, learning strategies have been conceptualized as a combination of cognitive and metacognitive processes. However, some research has suggested a more comprehensive perspective on learning strategies, including not only the traditional roles of cognition and metacognition, but also the influences of motivation, emotions, behavior. For example, Borkowski and colleagues (Borkowski, Johnston, Reid, 1986; Borkowski, Krause, 1985) studied motivational constructs (e.g., attribution of beliefs, self-efficacy, self-regulation) that emerged as agents of internalization, activation, and execution. of their own learning strategies. (Schwinger, Steinmayr and Spinath, 2009)

In addition, research results have shown that motivational strategies applied by students can predict the use of other learning strategies. In general, under the "label" of motivational strategy, the following are analyzed: values and beliefs about learning, knowledge and education, the basic interests of the student; strategies for building positive expectations and implicitly self-confidence (setting clear goals, emphasizing the importance of learning, grading learning tasks in small steps); awareness of the value of the task: engaging in learning tasks appropriate to their own needs and interests, understanding the connection between the current task and everyday problems of the future, completing goals; self-assessment: highlighting the progress made in each stage of the task, recalling the successes from the previous stages of the learning activity; training and maintaining the learning condition (self-confidence, intrinsic motivation, positive attitudes towards learning, awareness of the benefits of effective learning, courage to try and make mistakes, learning by trial and error); developing a sense of self-efficacy (beliefs about a person's ability to perform the task); accepting responsibility for learning. (Wolters, 1999)

III. Purpose of the Study

The objectives of the study:

- Identifying the students' opinions regarding the quality of the courses, by taking responsibility and awareness of the following aspects: making a personal / individual decision on how to achieve the objectives of the course; the flexibility to solve and complete the course tasks properly.
- Identifying the students' abilities to understand the usefulness of the contents, of the knowledge proposed for the future activity and the capacity to apply in practice, in real life or in the professional one, these contents,
- The analysis of the students' opinions regarding the attractiveness of the teaching methods used by the teacher, respectively: the methods determine an active-participatory involvement in solving the tasks and facilitate the understanding of the academic content and tasks.
- Analysis of the correlations between students' learning ability, confidence in success in the learning process and the teacher's attitude of empathy, support and care.

Research Methods

Sample

It consisted of 214 people, with an average age of 34.22 years (SD = 9,659); the group included 203 females and 11 males, students in the Master's Programs: Educational Management - first and second year and Psychopedagogy of Early Education - first and second year and small schooling, in the field of science of education. These individuals were invited to complete the questionnaire of this research.

Instruments

The MUSIC inventory proposes a motivation model with five main components: empowerment, utility, success, interest and care. The MUSIC motivation model (Jones, 2009, 2018) can be used in any field at any class level

- (a) to design instructions that motivate students,
- (b) to diagnose motivational strengths and weaknesses in training; and
- (c) investigate the relationships between critical factors for student motivation.

The five key principles of the model are as follows. "The instructor must ensure that students:

1. to feel empowered to be able to make decisions about some aspects of their learning,
2. understand why what they learn is useful for their short- or long-term goals,
3. I believe that they can succeed if they make the necessary effort,
4. They are interested in content and training activities and
5. I believe that others in the learning environment, such as the instructor and other students, care about their own learning and that of them as a person "(Jones, 2018, p. 9).

II. Finding

The results are organized in correlation with each objective that we pursued in the study, as follows:

- Identifying the students' opinions regarding the quality of the courses, by taking responsibility and awareness of the following aspects: making a personal / individual

decision on how to achieve the objectives of the course; the flexibility to solve and complete the course tasks properly.

In the frequency analysis, the options AGREE and STRONGLY AGREE dominate, so in variable 12 (I can choose how they meet the objectives of the course) these two options represent 93% of the total answers and in variable 26 (I have flexibility in what I am allowed

	TM_ [3.In general, the course is useful to me]	TM_ [5.The course assignments are beneficial to me]	TM_ [14.I am able to get a high grade in this course]	TM_ [18.Throughout the course I felt that I could successfully complete the proposed tasks]
TM_ [3.In general, the course is useful to me]	Pearson Correlation Sig. (2-tailed) N 1 214	,839** ,000 214	,684** ,000 214	,740** ,000 214
TM_ [5.The course assignments are beneficial to me]	Pearson Correlation Sig. (2-tailed) N ,839** ,000 214	1 ,000 214	,679** ,000 214	,757** ,000 214
TM_ [14.I am able to get a high grade in this course]	Pearson Correlation Sig. (2-tailed) N ,684** ,000 214	,679** ,000 214	1 ,000 214	,825** ,000 214
TM_ [18.Throughout the course I felt that I could successfully complete the proposed tasks]	Pearson Correlation Sig. (2-tailed) N ,740** ,000 214	,757** ,000 214	,825** ,000 214	1 ,000 214

** . Correlation is significant at the 0.01 level (2-tailed).

to do in this course) these two answer options represent 91.1% of the total answers.

Identifying the students' abilities to understand the usefulness of the contents, of the knowledge proposed for the future activity and the capacity to apply in practice, in real life or in the professional one, these contents. The variables correlate directly and statistically significantly (see Tab. II. 1.).Tab. II.1. The usefulness of the contents, of the knowledge for the future, the utility and the success, the confidence in the success (items: 3, 5) correlation with (items: 14.18)

The analysis of the students' opinions regarding the attractiveness of the teaching

methods used by the teacher, respectively: the methods determine an active-participatory involvement in solving the tasks and facilitate the understanding of the academic content and tasks. The frequency analysis is dominated by the options AGREE and STRONGLY AGREE.

Tab.II.2. Attractiveness of teaching methods (frequency of item responses: 1, 6, 9, 11, 13, 15)

	TM_ [1. The tasks of the course attract my attention .]	TM_ [6. The training methods used in this course attract my attention]	TM_ [9. The training methods used in the course are relevant]	TM_ [11. The training methods used make me want to get involved]	TM_ [13. I am happy to complete the course assignments]	TM_ [15. The course assignments are interesting to me]

Strongly disagree	6	3	2	2	2	2
Disagree	1	5	5	6	4	3
Somewhat disagree	3	1	3	1	2	4
Somewhat agree	5	7	7	4	8	7
Agree	86	67	66	81	59	59
Strongly agree	113	131	131	120	139	139
Total	214	214	214	214	214	214

- Analysis of the correlations between students' learning ability, confidence in success in the learning process and the teacher's attitude of empathy, support and care. All variables correlate directly and statistically significantly (Tab. II. 3).

Tab. II.3. Correlations between learning ability, confident that he could succeed in the course and the teacher's care (items: 4, 16) correlation with (items: 12,26)

		TM_ [4. The teacher is available to answer my questions about the course assignments]	TM_ [16. The teacher is willing to support me]	TM_ [12. I can choose how they meet the objectives of the course]	TM_ [26. I have flexibility in what I am allowed to do in this course]
TM_ [4. The teacher is available to answer my questions about the course assignments]	Pearson Correlation	1	,851**	,688**	,665**
	Sig. (2-tailed)		,000	,000	,000
	N	214	214	214	214
TM_ [16. The teacher is willing to support me]	Pearson Correlation	,851**	1	,727**	,749**
	Sig. (2-tailed)	,000		,000	,000
	N	214	214	214	214
TM_ [12. I can choose how they meet the objectives of the course]	Pearson Correlation	,688**	,727**	1	,759**
	Sig. (2-tailed)	,000	,000		,000
	N	214	214	214	214
TM_ [26. I have flexibility in what I am allowed to do in this course]	Pearson Correlation	,665**	,749**	,759**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	214	214	214	214

Conclusions

We formulate two conclusions, highlighted after the processing of the results, with the role of openings in the current educational practice:

Teachers are concerned with using different teaching, learning and motivation strategies adapted to the particularities of students and the curricular requirements of school curricula.

Also, in order to become successful strategic students, they need: strategic training; a wide range of instructional approaches as well as learning materials; modeling, guided practice and independent practice; opportunities to transfer skills and ideas from one situation to another; the ability to make meaningful connections between abilities, ideas and real life situations; opportunities to be independent and show what I know; encouraging self-monitoring and self-correction; tools to reflect on one's own learning.

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