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Exploring Metacognition as Support for Learning Transfer—Appendices

Appendix 1

EXPLORING METACOGNITION AS SUPPORT FOR LEARNING TRANSFER: STAFF SURVEY

Thank you for participating in our study of learning processes. This questionnaire will help us better understand your current practices and attitudes related to student learning. Note that reference to "instructor" in the questions below should be considered analogous with "faculty member, professor, tutor, lecturer, or teacher." Know that there is no penalty if you decide at any point to discontinue participation in this study, or if you do not answer all questions on the questionnaire. This questionnaire should take you 5-10 minutes to complete. Please note that we do not request your name and there are no right or wrong responses.

Institution
- ❍ SUNY Buffalo State, USA (1)
- ❍ University of Liege, Belgium (2)
- ❍ Leeds Beckett University, Leeds, UK (3)
- ❍ Newcastle University, Newcastle, UK (4)
- ❍ University of Queensland, Brisbane, Australia (5)

Participation in this study is voluntary. You may refuse to answer any question or discontinue your involvement at any time. By clicking on 'consent,' you are agreeing to participate in the study.
- ❍ consent (1)
- ❍ withdraw (2)

1. In your own words, briefly define "transfer of learning" and explain why this might be important to your students. If you don't know what transfer of learning is, it's fine to say so.

2. Why might it be important for students to be able to apply their learning (content or skills) from one context/situation to the next?

3. How often do you explicitly think about how to help students apply learning (content or skills) from one context to the next?
- ○ Never (1)
- ○ Rarely (2)
- ○ Several times during the semester (3)
- ○ Every week (4)
- ○ Every day (5)

Near transfer is the application and use of learning to similar contexts / situations (e.g. similar content or skill needed; for example using writing techniques learned in one class in other courses with slightly different requirements). Far transfer is the application and use of learning to more distant contexts / situations (e.g. using content or skills in new or different ways or beyond academic settings)

4. Which best describes your tendencies?
- ○ I explicitly incorporate activities to support near transfer much more often than far transfer (1)
- ○ I explicitly incorporate activities to support near transfer slightly more often than far transfer (2)
- ○ I explicitly incorporate activities to support near transfer and far transfer about equally (3)
- ○ I explicitly incorporate activities to support far transfer slightly more often than near transfer (4)
- ○ I explicitly incorporate activities to support far transfer much more often than near transfer (5)

5. What might prevent your students from using what they learn in one context (e.g., course/subject, discipline, everyday life) to another? Check/tick all that apply:
- ❑ They don't have the time (1)
- ❑ There is too much material (2)
- ❑ They are not interested in transferring their learning to new contexts (3)
- ❑ The connections are not obvious (4)
- ❑ Instructors in general do not require it (5)
- ❑ I do not require it (6)
- ❑ Other (7) _____

6. What might prevent you from explicitly building opportunities to support students from using what they learn in one context to another? Check/tick all that apply:
- ❑ I don't have the time (1)
- ❑ There is too much material (2)
- ❑ The connections are not obvious (3)
- ❑ It is not required by my program / institution (4)
- ❑ I am not interested in students transferring their learning to new contexts (5)
- ❑ Other (6) _____

7. I help students recognize the importance of transferring their learning from my current class to other academic or non-academic contexts / situations, or vice versa.

○ Strongly agree (1)
○ Moderately agree (2)
○ Slightly agree (3)
○ Slightly disagree (4)
○ Moderately disagree (5)
○ Strongly Disagree (6)

8. What strategies do you personally use to help your students apply their learning from one context / situation to another? What motivates you to do so?

9. What strategies do you use to help promote students' learning from one context to another? Check/tick all that apply. If transfer is not one of your goals in using a strategy, please do not check/tick that strategy.

❑　　　Highlight the value of transfer of learning or lifelong learning on syllabus / course guide (1)
❑　　　Explicit discussion of how you learn during classes (2)
❑　　　Explicitly linking course concepts/content to broader learning objectives (3)
❑　　　Case studies (4)
❑　　　Reflective thinking (5)
❑　　　Active learning tasks (e.g. class activities such as group work, projects, labs) (6)
❑　　　Using templates of question prompts to enhance self-monitoring (7)
❑　　　Assessment of prior knowledge (8)
❑　　　Quizzes to assess progression (9)
❑　　　Openly articulating your thinking in discussion (10)
❑　　　Mindfulness of connections (11)
❑　　　Concept mapping (diagramming relationships between concepts) (12)
❑　　　Other (13) _____

10. How often you expect your students to apply their learning (content or skills) from one context / situation to the next?

○ Never (1)
○ Rarely (2)
○ Sometimes during the semester (3)
○ Every week (4)
○ Every day (5)

11. How often do you think about your students' learning processes in general?

○ Never (1)
○ Rarely (2)
○ Occasionally (3)
○ Regularly (4)
○ Very frequently (5)

12. When you talk to your students about how they study for your classes, what is your primary consideration?

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❍ Whether it will help them learn effectively to pass the next test (1)
❍ Whether it will help them learn the material for the long term for their studies (2)
❍ It will help them later in life (3)
❍ I never talk to students about study strategies for my course (4)
❍ Other (5) _____

13. How often do you think about whether or not your students choose effective learning strategies?
❍ Never (1)
❍ Rarely (2)
❍ Occasionally (3)
❍ Regularly (4)
❍ Very frequently (5)

14. How often do you think about whether or not your choice of teaching strategy was effective?
❍ Never (1)
❍ Rarely (2)
❍ Occasionally (3)
❍ Regularly (4)
❍ Very frequently (5)

15. If you think about the effectiveness of student learning strategies, does this awareness guide your teaching practice?
❍ I don't think about it (1)
❍ Never guides (2)
❍ Rarely guides (3)
❍ Occasionally guides (4)
❍ Regularly guides (5)
❍ Very frequently guides (6)

16. How familiar are you with formal theories about how humans learn (e.g., constructivism, cognitive learning theory, transformative learning theory, theories of adult intellectual development) in academic settings?
❍ I have no knowledge about formal theories of academic learning (1)
❍ I have some very basic knowledge of theories of academic learning (2)
❍ I have a fairly good understanding about theories of academic learning (3)
❍ I have an excellent understanding of theories of academic learning (4)

17. How familiar do you think your students are with formal theories about how humans learn (e.g., constructivism, cognitive learning theory, transformative learning theory, theories of adult intellectual development) in academic settings?

❍ They have no knowledge about formal theories of academic learning (1)
❍ They have some very basic knowledge of theories of academic learning (2)
❍ They have a fairly good understanding about theories of academic learning (3)
❍ They have an excellent understanding of theories of academic learning (4)

Number of years teaching in higher-education:
❍ 0-1 years (1)
❍ 2-4 years (2)
❍ 5-9 years (3)
❍ 10-15 years (4)
❍ 16 + years (5)

Role/Position
Major disciplinary category (e.g., humanities, arts, social sciences, engineering, sciences, medical, education, health)

Appendix 2

EXPLORING METACOGNITION AS SUPPORT FOR LEARNING TRANSFER: STUDENT SURVEY

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Institution
❍ SUNY Buffalo State, USA
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Participation in this study is voluntary. You may refuse to answer any question or discontinue your involvement at any time. By clicking on 'consent,' you are agreeing to participate in the study.

- ⭕ consent
- ⭕ withdraw

1. In your own words, briefly define "transfer of learning" and explain why this might be important to you. If you don't know what transfer of learning is, it's fine to say so.

2. Why might it be important for students (you) to be able to apply your learning (content or skills) from one context/situation to the next?

3. How often do you explicitly think about how to apply learning (content or skills) from one context to the next?

- ⭕ Never
- ⭕ Rarely
- ⭕ Several times during the semester
- ⭕ Every week
- ⭕ Every day

Near transfer is the application and use of learning to similar contexts / situations (e.g. similar content or skill needed; for example using writing techniques learned in one class in other courses with slightly different requirements). Far transfer is the application and use of learning to more distant contexts / situations (e.g. using content or skills in new or different ways or beyond academic settings).

4. Which best describes your tendencies?

- ⭕ I use near transfer much more often than far transfer.
- ⭕ I use near transfer slightly more often than far transfer.
- ⭕ I use near transfer and far transfer about equally.
- ⭕ I use far transfer slightly more often than near transfer.
- ⭕ I use far transfer much more often than near transfer.

5. What might stop you from using what you learn in one context (e.g., course/subject, discipline, everyday life) to another? Check/tick all that apply:

- ❑ I don't have the time
- ❑ There is too much material
- ❑ The connections are not obvious
- ❑ It is not required / expected by my instructor
- ❑ Instructors in general do not require it
- ❑ I am not interested in transferring my learning to new contexts
- ❑ Other _____

6. My instructors help me recognize the importance of transferring my learning from my current class to other academic or non-academic contexts / situations, or vice versa.

○ Strongly agree
○ Moderately agree
○ Slightly agree
○ Slightly disagree
○ Moderately disagree
○ Strongly Disagree

7. What strategies do you personally use to apply your learning from one context / situation to another? What motivates you to do so? What would help you to apply your learning from one context to another?

8. What strategies do your instructors use to promote your learning from one context to another? Check/tick all that apply.

❑ Highlight the value of transfer of learning or lifelong learning on syllabus / course guide
❑ Explicit discussion of how you learn during classes
❑ Explicitly linking course concepts/content to broader learning objectives
❑ Case studies
❑ Reflective thinking
❑ Active learning tasks (e.g. class activities such as group work, projects, labs)
❑ Using templates of question prompts to enhance self- monitoring
❑ Assessment of prior knowledge
❑ Quizzes to assess progression
❑ Openly articulating your thinking in discussion
❑ Mindfulness of connections

❑ Concept mapping (diagramming relationships between concepts)
❑ Other _____

9. How often do your instructors expect you to apply your learning (content or skills) from one context/ situation to the next?
○ Never
○ Rarely
○ Sometimes during the semester
○ Every week
○ Every day

10. How often do you think about your own learning processes in general?
○ Never
○ Rarely
○ Occasionally
○ Regularly
○ Very frequently

11. When you choose a study strategy, what is your primary consideration?
- ○ whether it will help me learn effectively to pass the next test
- ○ whether it will help me learn the material for the long term for my studies
- ○ It will help me later in life
- ○ I just use what I know to do; what other people are doing
- ○ how much time I have
- ○ how interested I am in the material
- ○ what the instructor tells me to do
- ○ Other _____

12. How often do you think about whether or not your choice of learning strategy was effective?
- ○ Never
- ○ Rarely
- ○ Occasionally
- ○ Regularly
- ○ Very frequently

13. If you think about the effectiveness of your learning strategies, does this awareness guide your practice?
- ○ I don't think about it
- ○ Never guides
- ○ Rarely guides
- ○ Occasionally guides
- ○ Regularly guides
- ○ Very frequently guides

14. How familiar are you with formal theories about how humans learn (e.g., constructivism, cognitive learning theory, transformative learning theory, theories of adult intellectual development) in academic settings?
- ○ I have no knowledge about formal theories of academic learning
- ○ I have some very basic knowledge of theories of academic learning
- ○ I have a fairly good understanding about theories of academic learning
- ○ I have an excellent understanding of theories of academic learning

15. How familiar do you think your instructors are with formal theories about how humans learn (e.g., constructivism, cognitive learning theory, transformative learning theory, theories of adult intellectual development) in academic settings?
- ○ They have no knowledge about formal theories of academic learning
- ○ They have some very basic knowledge of theories of academic learning
- ○ They have a fairly good understanding about theories of academic learning
- ○ They have an excellent understanding of theories of academic learning

Class Year
- ○ First year/freshman
- ○ Second year/sophomore
- ○ Third year/junior
- ○ Fourth year/senior
- ○ Graduate student

Major disciplinary category (e.g., humanities, arts, social sciences, engineering, sciences, medical, education, health)