

Reflection Questions for Chapter 1

1. How are novice self-regulated learners different from expert self-regulated learners?

2. Why do self-regulated learners achieve higher grades than students who are not self-regulated learners?

3. In what ways do you already do things that expert self-regulated learners do? In what ways do you not?

4. How will the differences between law school and your past educational experiences change how you will study and learn?

Exercise 5-1

The exercise reflected in the table below was designed to make sure you can correctly classify typical law school assignments. For each of the following excerpts from law school syllabi, classify each learning task implicated. For each of these excerpts, more than one learning task will be implicated.

Question No.	Course	Week	Topic(s)	Assignment	Learning Tasks Implicated (check each task implicated)
5-1.1	Contracts	Week 5	Damages for Breach of Contract	<i>Hawkins</i> (pp. 3–7); <i>Sullivan</i> (pp. 7–8); <i>Groves</i> (pp. 11–18); <i>Peevyhouse</i> (pp. 19–22); <i>Johnson</i> (pp. 22–25); <i>Dix Construction</i> (pp. 36–39)	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Research <input type="checkbox"/> Synthesis <input type="checkbox"/> Problem Solving <input type="checkbox"/> Memorization <input type="checkbox"/> Organization <input type="checkbox"/> Concept Learning <input type="checkbox"/> Principle Learning <input type="checkbox"/> Legal Writing
5-1.2	Legal Research and Writing	Week 7	Objective Memorandum	Research the issues raised in the client letter distributed in class and prepare an objective memo analyzing the issues	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Research <input type="checkbox"/> Synthesis <input type="checkbox"/> Problem Solving <input type="checkbox"/> Memorization <input type="checkbox"/> Organization <input type="checkbox"/> Concept Learning <input type="checkbox"/> Principle Learning <input type="checkbox"/> Legal Writing
5-1.3	Torts	Week 15	Final Examination	None	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Research <input type="checkbox"/> Synthesis <input type="checkbox"/> Problem Solving <input type="checkbox"/> Memorization <input type="checkbox"/> Organization <input type="checkbox"/> Concept Learning <input type="checkbox"/> Principle Learning <input type="checkbox"/> Legal Writing

Exercise 5-2

This exercise is designed to help you develop your ability to invoke self-interest and self-efficacy. Select a course in which you are currently enrolled. If you are not enrolled in any course right now, answer the questions below with respect to this chapter of this book. You should force yourself to write at least one paragraph in response to each question.

5-2.1 Why do you want to become a lawyer?

5-2.2 Why are you interested in this subject matter?

5-2.3 How will you use what you are learning in this course when you become a lawyer? How will you use it in your current job (or how could you have used what you are learning in a past job)?

5-2.4 When and how have you succeeded in doing something similar to what you need to do to succeed in this course (try to think of something that, at the very least, is similar in terms of degree of difficulty and amount of work). (If you are really struggling to think of something, consider one of the following: learning to play a musical instrument, learning to cook, learning a sport or learning statistics, chemistry or calculus.)

Exercise 5-3

This exercise is designed to help you develop the skill of goal-setting. Respond to each of the questions and sub-questions below in writing.

- 5-3.1 Set a goal for some non-academic aspect of your life, such as an exercise goal, a healthy-eating goal, or a goal for your relationship with a significant other in your life.

Check your goal to see if it is a proper one; ask yourself:

Is the goal concrete? (A goal of finding one's inner self, while undoubtedly valuable, is not concrete because it lacks criteria for success and objective evidence of success whereas a goal of listing one's ten most important values is concrete.)

Is the goal short-term? (A goal of finding a spouse when you are not dating anyone at all is probably not short-term whereas a goal of participating in an activity in which you would meet other single people would be short-term.)

Is the goal challenging? (A goal of finding a list of job openings in your field would probably not be challenging, but a goal of applying for five jobs may be.)

Is the goal realistic? (A goal of mastering the sport of bowling when you have never bowled would not be realistic but a goal of learning the rules of the game and the basics of playing would be.)

5-3.2 Set a goal for learning the skill of goal-setting.

Check your goal to see if it is a proper one; ask yourself:

Is the goal concrete? (How will you know whether you have achieved the goal?)

Is the goal short-term? (Have you set a goal that you can achieve in a sort time frame?)

Is the goal challenging? (Will you find the learning intellectually challenging?)

Is the goal realistic? (Is it achievable?)

Exercise 5-4

This exercise focuses on developing your skills in selecting and using motivational strategies and environmental strategies. In the next chapter of this book, you will be reading and learning about your personality type and learning style and the implications of each for how you should study in law school. The task of reading Chapter 6 involves reading comprehension, concept learning and principle learning. For that chapter, respond to each of the items below in writing:

5-4.1 At what time of day and on what day will you study this material? Why did you select these days and times?

5-4.2 When will you take breaks? How will you space your studying? For how long will you take your breaks?

5-4.3 What will you do to *reward* yourself during your breaks or after you finish studying?

5-4.4 List three things you will say to yourself to keep focused while you are reading. At least one should be a list of steps you will follow as you read and at least one other should be a reference to a past success on a similar learning task.

5-4.5 Where will you study this material? Why did you select this location?

5-4.6 With whom will you study? Why did you select this (these) person(s)?
