

## APPENDIX II: CODEBOOK FOR FALL 2019

### KNOWLEDGE (K):

Survey responses indicate that the participant demonstrates evidence of the following:

(1) Reference to *at least one* active learning strategy; if explanation doesn't indicate it, can't assume active method for a strategy;

EXAMPLE: Student mentions active use of practicing MC questions, creating flowchart of concepts

(2) For at least 50% of strategies listed on LSP, provides explanation that indicates understanding of how the strategy assists with a learning task and/or area for improvement/struggle; if nothing new on later survey, then use same code as earlier; if there are new entries, assess % in combination with those on earlier survey(s)

EXAMPLE: MC questions to test knowledge, flowcharts to connect concepts

### REGULATION (R):

Survey responses indicate that the participant demonstrates evidence of the following:

(1) Demonstrated use of *at least one* active learning strategy;

EXAMPLE: I started creating flow charts to connect concepts

(2) provides *at least 1* reflective statement id'ing how student can improve/student's struggle; or strategies are working for them/doing well;

GOOD EXAMPLE: I am struggling to understand how all the different parts of a statute work together

(3) provides *at least one* strategy aligned with what the student can do to improve or respond to the struggle; or strategies are working for them/doing well; Weak alignment between area for improvement and strategy to respond = N (when strategies aren't really aligned with the need for improvement articulated by the student).

GOOD EXAMPLE: A flowchart of logical reasoning trees could help to connect different provisions of the statute.

BAD EXAMPLE: "improvement in essays" and the strategy to respond to that is "better outlines, earlier preparation".

(4) indication that the student is planning to or has already made *one or more changes* to their learning strategies, such as by adding a strategy, indicating a new way of doing a prior identified strategy, or removal of an ineffective strategy with an explanation as to why it was dropped; if student says no change, but there are changes to strategies indicated in (K)(1), code as YES; if student says they've changed but none are

indicated, code as NO; or it is confirmed that strategies are working for them/doing well. *See below Note 2.*

EXAMPLE OF CHANGED METHODS: studied alone more rather than a group or shrunk size of study group to be more efficient.

EXAMPLE OF DROPPED METHOD: case briefs were not helpful, so I stopped doing them to spend more time on practice questions

EXAMPLE OF NEW METHOD: I've started making flowcharts

#### FINAL CODES FOR EACH SURVEY:

- (1) NO EVIDENCE - no evidence of knowledge or regulation
- (2) SLIGHT EVIDENCE - must show some sign of knowledge or regulation, but not both
  - (A) No evidence of either (K)(1) or (K)(2), but evidence of one to three of (R)(1), (R)(2), (R)(3), and/or (R)(4)
  - (B) No evidence of either (K)(1) or (K)(2), but evidence of (R)(1), (R)(2), (R)(3), and (R)(4) (i.e., all four of the R's)
  - (C) Evidence of (K)(1) or (2), but no evidence of (R)(1), (R)(2), (R)(3), or (R)(4)
  - (D) Evidence of (K)(1) and (2), but no evidence of (R)(1), (R)(2), (R)(3), or (R)(4)
- (3) MODERATE EVIDENCE - must demonstrate evidence of knowledge and regulation and plans to change or changes made, but with some lack of knowledge and/or regulation
  - (A) Evidence of (K)(1) or (2), as well as evidence of one to three of (R)(1), (R)(2), (R)(3), and/or (R)(4)
  - (B) Evidence of (K)(1) or (K)(2), as well as evidence of (R)(1), (R)(2), (R)(3), and (R)(4) (i.e., all four of the R's)
  - (C) Evidence of (K)(1) and (2), as well as evidence of one to three of (R)(1), (R)(2), (R)(3), and/or (R)(4)
- (4) CONSIDERABLE EVIDENCE - evidence of all knowledge and regulation
  - (A) Evidence of all knowledge and regulation, but only plans to make changes in strategies from prior survey, as indicated for (R)(4)
  - (B) Evidence of all knowledge and regulation, but student has made changes in strategies from the prior survey, as indicated in (R)(4)
- (5) EXTENSIVE EVIDENCE - greater evidence of knowledge and regulation

#### ADDITIONAL CODING NOTES:

1. Indicate Y if there is evidence in any of the indicated Qs on survey for that category, N if no evidence (inc. N/R) or weak evidence in any of the indicated Qs on survey for that category
2. Double code until strong performance is confirmed if student is making no changes, explaining that strategies are working/performed well - the double code should include the lower code if strong performance is not confirmed, as well as the higher code if strong performance is confirmed (e.g., 3C Striving/4A Progressing); indicate

- "DC" for (R)(3) and/or (R)(4) if the student is not making changes because the student explains that the strategies were working/the student performed well
3. Once knowledge, (K)(1) and/or (K)(2), is established, it carries over to later surveys and will always be a Y. For (K)(2), because the later surveys only ask for "additional insights about strategies" rather than asking for explanations about how they will help with learning, additional explanations should only result in an "A" if they give new explanations about how it helps with learning.
  4. For Surveys #2 and #3, all Knowledge and Regulation findings can carry over, (e.g., "Yes/C" or "No/C"), but if the student indicates an additional plan on the later survey, indicate that it is added (e.g., "Yes/A" or "No/C")
  5. Indicate N/A if student wasn't given the question to answer; N/R if student has simply not provided a response to the question or a response that doesn't provide any evidence for the applicable sub-category.
  6. Indicate "Plan" for (R)(4), if the student has not yet made any changes from prior surveys and is only planning to change; indicate "Actual" for (R)(4) if the student has already indicated new strategies that are being used.
  7. Indicate "Can't Code" if there are mostly or all N/R for multiple (K) or (R) sub-categories, but not just (R)(2) and (R)(3) (area for improvement/response to improvement), or multiple responses are too vague.
  8. Reference to "more" of something (often as advice to self in response to Q14 or as changes made in response to Q7) can be evidence that the student was actually doing that during the semester, e.g., as evidence of an active strategy not mentioned elsewhere. Also, "more" of something on a later survey can reflect back to indicate that they knew of it/were using it earlier, even if not indicated on an earlier survey. For example, if there is no reference in the LSP or Survey #1 that the student was doing hypos, but on Survey #2 the student indicates that they will plan to do "more hypos", that can be evidence for Survey #1 that they knew about and were using hypos and can impact the findings for that survey.
  9. Indicate Y for (R)(4) if the student plans to do "more" of a strategy (e.g., more MC problems), if the student identifies a change in the method of a previously identified strategy (e.g., a study group will now be "two-way" because they are working on practice hypos together), and/or if a student indicates the drop of a strategy and offers an explanation about why the strategy was ineffective (e.g., listening to the class podcast was a waste of time and I felt my time was spent better on practice hypos).

10. Binary numbers should be added to the Code for Surveys #1 and #2 as follows: Followed Through on None, All, or Some (0,1,2)/Made a Change Yes or No (0,1)/Plans Change Yes or No (0,1). Binary numbers should be added to the Code for FRS as follows: Followed Through on None, All, or Some (0,1,2)/Made a Change Yes or No (0,1).
11. For Survey #3, (R)(2) should indicate “Same” or “New” with Y or N as to whether the area of improvement is the same or different from what was noted on Survey #1. (R)(3) and (R)(4) may not have an A or C, if the response to (R)(2) is New.

Chart 1: Coding

<i>Code/Criteria</i>	<i>(K)(1) Reference to at least 1 active strategy</i>	<i>(K)(2) exp indicates how strategy assists with learning task</i>	<i>(R)(1) Use of at least 1 active strategy</i>
1A No Ev.	N	N	N
2A No Ev.	N	N	Y or N if 1-3 other (R)s
2B Slight Ev.	N	N	Y
2C Slight Ev.	Y or N if (K)(2) is Y	Y or N if (K)(1) is Y	N
2D Slight Ev.	Y	Y	N
3A Moderate Ev.	Y or N if (K)(2) is Y	Y or N if (K)(1) is Y	Y or N if 1-3 other (R)s
3B Moderate Ev.	Y or N if (K)(2) is Y	Y or N if (K)(1) is Y	Y
3C Moderate Ev.	Y	Y	Y or N if 1-3 other (R)s
4A Considerable Ev.	Y	Y	Y
4B Considerable Ev.	Y	Y	Y
5A Extensive Ev.	Y (lists 2+ active strategies)	Y	Y (using 2+ active strategies)

Chart 1: Coding *continued*

<i>Code/Criteria</i>	<i>(R)(2) ID 1+ area(s) to improve</i>	<i>(R)(3) provides 1+ ref statement ID'ing what student can do to improve</i>	<i>(R)(4) indication that student is planning/has already made aligned changes</i>
1A No Ev.	N	N	N
2A No Ev.	Y or N if 1-3 other (R)s	Y or N if 1-3 other (R)s	Y or N if 1-3 other (R)s
2B Slight Ev.	Y or did well	Y or did well	Y or did well
2C Slight Ev.	N	N	N
2D Slight Ev.	N	N	N
3A Moderate Ev.	Y or N if 1-3 other (R)s are Y or did well	Y or N if 1-3 other (R)s are Y or did well	Y or N if 1-3 other (R)s are Y or did well
3B Moderate Ev.	Y or did well	Y or did well	Y or did well
3C Moderate Ev.	Y or N if 1-3 other (R)s	Y or N if 1-3 other (R)s	Y or N if 1-3 other (R)s
4A Considerable Ev.	Y or did well	Y or did well	Y or did well (Planned Change)
4B Considerable Ev.	Y or did well	Y or did well	Y or did well (Actual Change)
5A Extensive Ev.	Y or did well	Y or did well	Y (2+ changes or did well)

Chart 2: Jess' Brain's Matrix

<i>Code/Criteria</i>	<i>(K)(1) Awareness of at least 1 strategy</i>	<i>(K)(2) exp indicates how strategy assists with learning task</i>	<i>(K)(3) understands self as learner</i>
1A Unengaging	N	N	Y or N
2A Attempting	N	N	Y or N
2B Attempting	N	N	Y or N
2C Attempting	Y	N	Y or N
2C Attempting	N	Y	Y or N
2D Attempting	Y	Y	Y or N
3A Striving	Y	N	Y or N
3A Striving	N	Y	Y or N
3B Striving	Y	N	Y or N
3B Striving	N	Y	Y or N
3C Striving	Y	Y	Y or N
4A Progressing	Y	Y	Y or N
5A Advancing	Y (lists multiple active strategies)	Y	Y

Chart 2: Jess' Brain's Matrix *continued*

<i>Code/Criteria</i>	<i>(R)(1) Use of at least 1 active strategy</i>	<i>(R)(2) ID 1+ area(s) to improve</i>	<i>(R)(3) provides 1+ ref statement ID'ing what student can do to improve</i>	<i>(R)(4) indication that student is planning/ has already made aligned changes</i>
1A Unengaging	N	N	N	N
2A Attempting	1-3 of these is Y			
2B Attempting	Y	Y	Y	Y
2C Attempting	N	N	N	N
2C Attempting	N	N	N	N
2D Attempting	N	N	N	N
3A Striving	1-3 of these is Y			
3A Striving	1-3 of these is Y			
3B Striving	All of these are Y			
3B Striving				
3C Striving	1-3 of these is Y			
4A Progressing	Y	Y	Y	Y
5A Advancing	Y (using multiple active strategies)	Y (or did well)	Y (aligned or did well)	Y (2+ changes or did well)

Chart 2: Jess' Brain's Matrix *continued*

<i>Code/Criteria</i>	<i>In words...</i>
1A Unengaging	No knowledge No regulation
2A Attempting	No knowledge Some regulation
2B Attempting	No knowledge Regulation
2C Attempting	Some knowledge No regulation
2C Attempting	Some knowledge No regulation
2D Attempting	Knowledge No regulation
3A Striving	Some knowledge Some regulation
3A Striving	
3B Striving	Some knowledge Regulation
3B Striving	
3C Striving	Knowledge Some regulation
4A Progressing	Knowledge Regulation
5A Advancing	Knowledge Regulation Aware of self as learner