As teachers of higher education, we expect students to enter college with some understanding of what it means to be an effective learner and the ability to apply effective learning strategies. Unfortunately, many students do not develop effective learning strategies unless they receive explicit instruction and the opportunity to apply these skills. The current study focused on identifying students' self-reported problems engaging in several academic tasks. We hypothesized that students would report less learning difficulties as they matriculated through the curriculum. This study also identified which learning difficulties are most prevalent according to student self-reports. Student behaviors related to studying and learning strategies were assessed with an online version of the Learning Needs Questionnaire. Factor analysis identified fourteen factors related to academic learning needs. Regardless of academic classification, students reported learning problems related to poor information processing, reading, writing, motivation to study, math, and test-taking skills. Test anxiety was the only factor that demonstrated a significant difference between academic classifications. Recommendations are made to improve student use of learning strategies across the curriculum.

Students attending universities that emphasize good educational practices demonstrate improved learning and personal development. One reason for this improvement is that good educational practices encourage students to put forth more effort to become academically engaged (e.g., write more papers, read more books, meet more frequently with faculty and peers, use information technology appropriately), which in turn enhances critical thinking, problem solving, effective communication, and responsible citizenship (Kuh, 2001). In fact, teaching students how to be more cognitively engaged by applying efficient learning strategies improves their academic performance (Weinstein, 1994). According to Kuh (2001) and Pascarella (2001), quality education engages students in proven educational practices.

Student engagement is defined as active participation in the learning process. This participation includes two elements: the students' willingness to use available academic resources, such as attending class, completing assignments, emailing professors, and using the library. The second element of engagement is the quality of the cognitive investment in learning tasks, the students' persistence in self-regulating their learning.

Engagement behaviors are largely motivated by the student's personal belief system that includes his or her thoughts and attitudes about what it means to be an "expert" student. When faced with a learning task, students will behave according to these beliefs that shape their identity as a student (Solberg, et al. 1997). For example, successful student identities will predict effective academic role behaviors, such as attending class, maintaining concentration, and calling on social skills necessary to ask questions, interact with other students, and rely on effective learning strategies. Passive role behaviors would be expected when students believe engagement behaviors are not necessary to be an expert student; for example, they may believe it is not necessary to attend all classes, take good notes, and participate in discussions.

Learning strategies refer to methods and techniques used by students to improve learning. These cognitive and behavioral "techniques," which include asking questions in class, taking notes, developing study schedules, using SQ3R, are essential to the learning...
Learning strategies are the ways in which students learn, remember information and study for tests. They refer to the actions and behaviors students use to learn but learning styles refer to the general approaches that students use in acquiring a new language or in learning any other subject. The strategies a student uses to learn depend greatly on his/her own learning style. Learning styles: Each student has his/her own style of learning. As a result we have different students with different learning styles inside the classroom as shown below: 1. Visual or spatial learners: They need to s Address Problematic Student Behavior. Reports of problematic behaviors are on the rise nationally, not only in the classroom but in society at large (Kowalski, 2003). Some of these immature, irritating, or thoughtless behaviors or “classroom incivilities” include Students can engage in problematic behaviors because of health problems, personal or family problems, adjustment or developmental issues (e.g., “immaturity” or self-esteem issues), or general academic difficulties. These factors are not controllable, but instructors who feel those are issues are at play can certainly refer students to the appropriate support services on campus feel more responsible for their own learning. The section on instructional strategies has several suggestions on ways to incorporate active learning in your courses. College is an exciting and stressful time as students learn to balance learning and responsibilities. These are ten common problems facing students with advice for handling these challenges. Students are increasingly dropping out of college because they cannot afford the expense. Others are forced to juggle full academic schedules with full-time jobs to make ends meet. Graduating debt-free is almost unheard of. Solution: Student loans are relatively easy to get. Many students, however, don’t know how repayment works and how many years they may spend paying off their loans. This lack of understanding only adds to the stress. An important part of your education is educating yourself about the structure of the loans you take on to pay for that education. Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. The PBL process was developed for medical education and has since been broadened in