

Fostering self-regulated learning



Dr. Loveleen Kaur Brar
Assistant Professor
SPMS, TIET
TTF-Jan2018

Outline:

- Learning outcomes
- What is self-regulation?
- Need for self-regulation in learning.
- Student engagement and SRL
- Cycle of SRL
 - *Some critical points which need attention*
- Some strategies/activities for fostering self-regulated learning
- Summary
- References

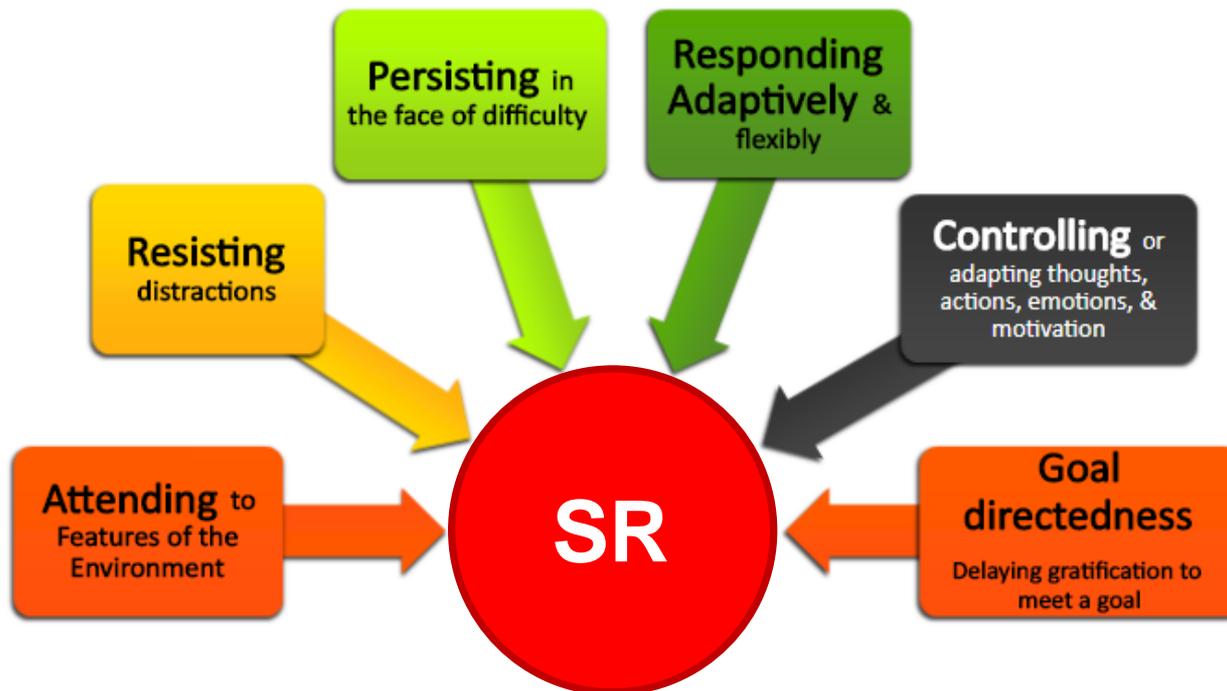
Learning Outcomes:

- Define/identify self-regulated learning (SRL) and its need in teaching and learning environment.
- Know the strategies for helping students to be self-regulated learners.
- Motivated to implement a few (maybe one) in your next student interaction.



Self Regulation:

- ❖ Self-generated thoughts feelings and behaviours which are oriented to attaining goals.
- ❖ Override immediate demands in favour of long-term goals.



Identify Self-Regulation



www.designerdepot.com

"I SEE YOU'RE REBOOTING AGAIN."



CARTOONSTOCK
Search ID: cwin82

"Plastic surgery saved my budget.
I cut a few credit cards in half."



© 2010 Kevin Spear kevin@kevinspear.com www.kevinspear.com

K.Spear

"I should try that. I have trouble
watching what I say too."



CARTOONSTOCK.com
Search ID: cp10217

"OUT! YOU FLUNKED THE 'MANAGEMENT'
PART."



Need for self regulation in learning

Learning is a relatively permanent influence on behaviour, knowledge, and thinking skills, which comes about through experience.

What are expected graduate attributes for TIET?

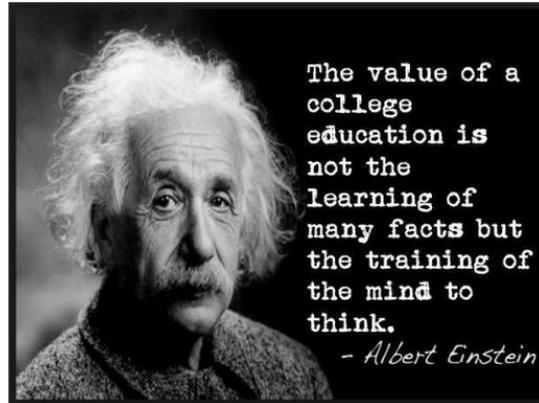
Groups of 5

(5-7 Minutes)





The aim of education is ***not*** to make learners know all.



Aim is to ***empower*** student/learner so that they can:

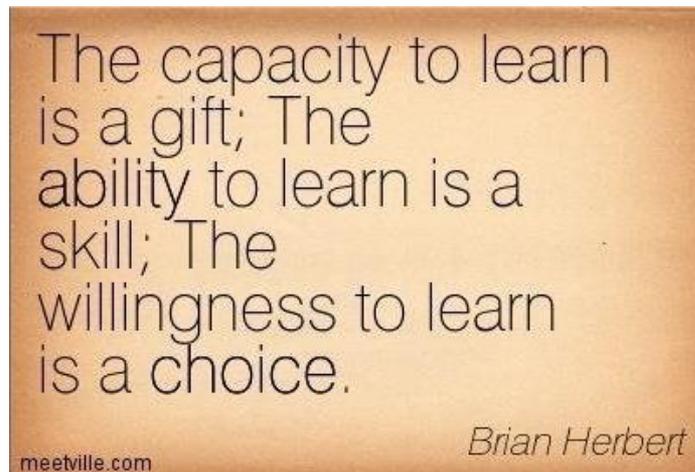
- ***Build, enrich*** and ***nurture*** their own knowledge.
- Become ***lifelong learners***—intentional, independent, self-directed learners who can acquire, retain, and retrieve new knowledge on their own

lifelong-learning
informal-learning self-motivated habits countless focus evolving practise limitless changing technology creativity future
fluid fast-paced inquiry
extend opportunity independent network
beyond enthusiasm adapt digital attention

Teacher needs to impart:

- Basic and carefully chosen concepts
- The conceptual and technological tools needed to elaborate on them

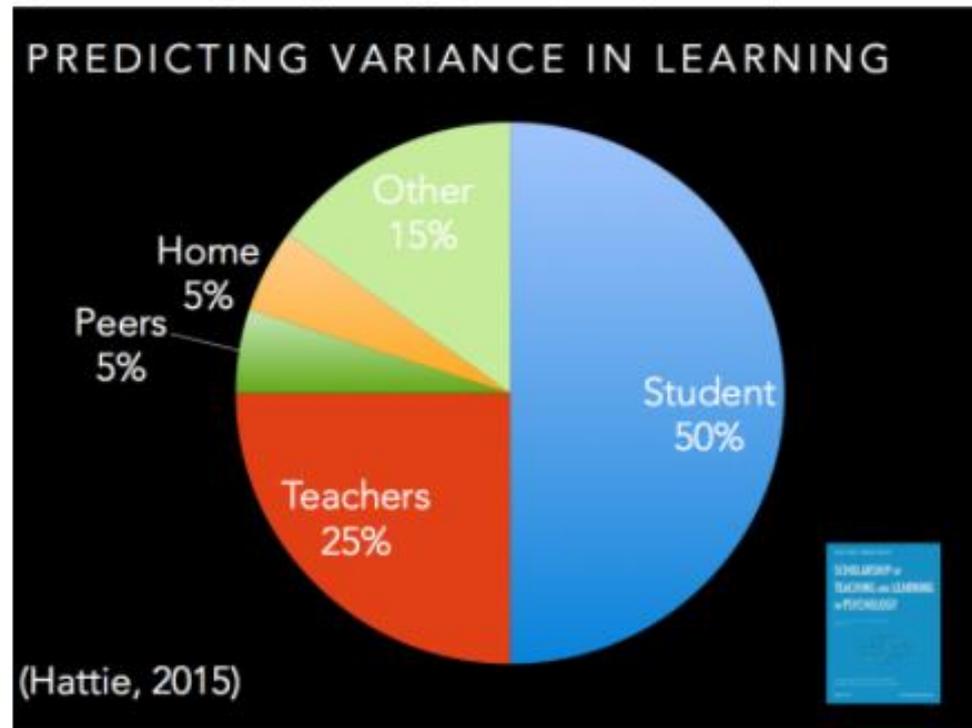
ABILITY and the WILL to do so!



Teaching students to control their learning by making them aware of how to choose the best learning strategies.



Learning depends strongly on the quality of the student engagement with the learning opportunities.



Teachers play a very important role in determining the student engagement!

**student participation, effort,
attention, persistence and positive
conduct towards the learning activity**

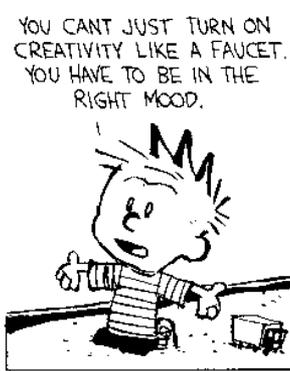


*acceptance, interests,
sense of belongingness and
attitude towards learning.*

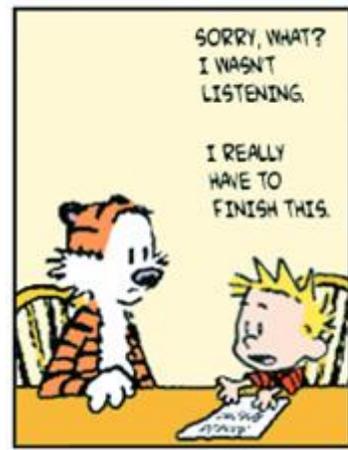
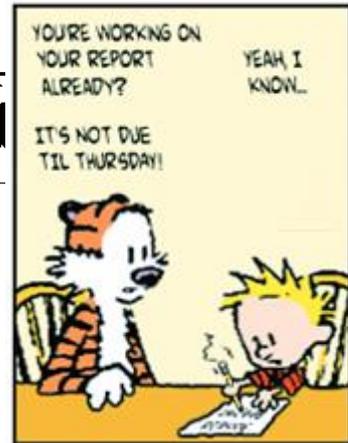
*attention and mental effort used in
learning tasks including the persistence
and using specialized strategies*

Cycle of Self-Regulated Learning





What characterizes a self-regulated learner?



MADAM & EVE



by Stephen Francis & Rico



Self-Regulated learner is characterized by:

- ✓ Set goals (*appropriate ones based on final goal and conditions*).
- ✓ Select appropriate strategy to attain goals (*know their own strengths and have strategy literacy*).
- ✓ Monitor progress (*can self-evaluate*)
- ✓ Restructure if the goals are not being met (*can reflect and do causal attribution correctly*)
- ✓ Adapting future methods based on what was learned this time through (*can persist even in face of failure*)
- ✓ Use time efficiently (*avoid procrastination and use self knowledge*)

- Beliefs about the self as a learner influence decisions made about goal setting and strategy adopted.
- Learners have to **believe** they can learn, whatever the task before them, and they need to be motivated.

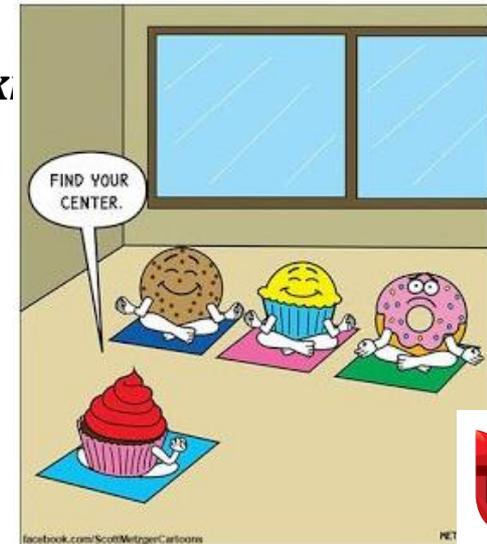
Promote expectations and beliefs that optimize motivation.

- Knowledge about different strategies for doing the task.
- Explore their beliefs about themselves as learners.

Facilitate personal coping skills and strategies.

- Reflection process can be derailed if the casual attribution is not correct.
- Self-Assessment/Self-monitoring skills.

Develop Self Assessment and reflection sk.



List 3 activities which can be done to reinforce the self-regulated learning skills in class.

What activities can be facilitated by the teacher in class/interaction to reinforce SRL skills?

(Discuss in groups, 10 minutes)



Some Activities:

- Discussions involving real life meaningful examples for motivation
- Setting goals
- Muddiest points
- Key terms (Hard/easy)
- Minute paper
- Think-Pair-Share
- Space-Time for arriving at the solution
- Peer-Evaluation exercise (Set up precise rules)
- Self-Evaluation exercise on test results.
- Time management skills
- Learning strategy literacy

Ability to learn is not a fixed quantity!



Building self-regulation skills is a continuous process.

5 R's for continual support:

- 1. *Regularity***
- 2. *Repetition*** – Builds neural pathways that become habits
- 3. *Reflection***
- 4. *Research*** – Support students in choosing which tools work best for them
- 5. *Reach Out***

Summary:

- Self-Regulated Learners transform their mental abilities into academic skills by self direction
- Fostering SRL means making the students self-aware and more mindful about their learning and learning strategies
- Developing SRL involves student engagement and is a continuous process.
- Implement a few (maybe *two/three*) from your next class (Lecture/Tutorial/Lab).



Thank You!

References:

1. Zimmerman, B. J. (2001). Theories of self-regulated learning and academic achievement: An overview and analysis. *Self-regulated learning and academic achievement: Theoretical perspectives* (pp. 1–37).
2. Zimmerman, B. J. (2008). Investigating selfregulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183.
3. Nilson, L. B. (2013). *Creating self-regulated Learners*, Stylus Publishing, LLC
4. Snowman, J., McCown, R., Biehler, R. (2012), *Psychology Applied to Teaching*, Cengage Learning