
Resource Document: Fostering Self-Regulated learning

What is a Self-Regulation?

Self-regulation is the ability to monitor and control our own behaviour, emotions and/or thoughts and changing/controlling them according to the demands of the situation.

What are the characteristics of SR behaviour?

Setting appropriate goal followed by working towards it. It includes the ability to inhibit impulsive behaviour, forego instant gratification, resist interference from irrelevant stimulation, and persist in relevant tasks even when completely un-enjoyable. Ability to respond adaptively to changing circumstances/environment is a key characteristic of SR behaviour.

What are graduate attributes?

Graduate attributes (GA) are the qualities, skills and understandings which a student develops as a consequence of the engagement with learning during their programme of study. This is the added value which a university graduate offers to employers and society. Graduate attributes outlast the disciplinary contexts in which they were originally acquired. They provide a framework for engaging with the world and with ongoing learning of new knowledge. Eg: critical thinking, problem solving, financially literate, etc.

How are graduate attributes related to SRL behaviour?

GAs are numerous and acquired while acquiring the academic attributes. They are more nebulous to embed and assess within the curriculum. Assessment is one of the main motivation for student engagement with learning. Since GAs cannot be assessed easily so mostly self-regulated learners acquire them as they can work towards a goal without being distracted by short term gains.

What is learning?

Nearly permanent influence on behaviour, knowledge, and thinking skills as a result of an experience is called learning. It is the direct result of how students interpret and respond to their experiences. Deep and long-lasting learning involves understanding, relating ideas and making connections between prior and new knowledge, independent and critical thinking and ability to transfer knowledge to new and different contexts.

What is the cycle of self-regulated learning?

Self-regulated learning cycle involves student planning for a task, monitoring their performance, and then reflecting on the outcome. The cycle then repeats as the student uses the reflection to adjust and prepare for the next task. The process needs to be tailored for individual students and for specific learning tasks

What are some of the areas in which the SR learners may need help?

Promote expectations and beliefs that optimize motivation.:

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.

Facilitate personal coping skills and strategies:

Knowledge about different strategies for doing the task.

Explore their beliefs about themselves as learners.

Development of Self Assessment and reflection skills:

Reflection process can be derailed if the casual attribution is not correct.

Self-Assessment/Self-monitoring skills.

How is learning affected by teachers?

Main influencers in learning experience are: students (50%), teachers (25%), peers (5%) and home environment (5%).

What are the different aspects of student engagement?

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. It extends to the level of motivation they have to learn and progress in their education. *Behavioural engagement* refers to: student participation, effort, attention, persistence and positive conduct towards the learning activity. *Cognitive engagement* refers to attention and mental effort used in learning tasks including the persistence and using specialized strategies. *Emotional engagement* refers to acceptance, interests, sense of belongingness and attitude towards learning. When all three are aligned we get student engagement which results in learning.

List 10 active learning activities which can be used to reinforce SRL skills in class.

Discussions involving real life meaningful examples for motivation, Setting goals, Muddiest points, Key terms (Hard/easy), Minute papers, 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

What are 5 R's for building SRL behaviour?

Building self-regulation skills is a continuous process. 5 R's help in providing continual support: Regularity, Repetition, Reflection, Research, Reach Out

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

Note: This document is not a statement of formal university policy, but rather a teaching and learning resource produced by the Thapar University Teaching Fellows, 2018. For further information, contact Dr Loveleen Kaur Brar (brarloveleen@thapar.edu)