

SELF-REGULATED LEARNING



EPSE 501



What is Self-Regulation?

- Ability to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2000)
 - ▣ Resisting distractions
 - ▣ Persisting when tasks are difficult
 - ▣ Delaying immediate gratification to meet a more important long-term goal

Why is it Important?

- Self-regulation predicts children's success in school more powerfully than IQ tests or knowledge of math and reading upon school entry (Blair & Razza, 2007; Calkins, 2010; Diamond et al., 2007).

Self-Regulation Applied to Learning

- Involves ...
 - ▣ Metacognition
 - ▣ Motivation
 - ▣ Strategic action

Metacognition...

is reflected in learners:

- awareness of their strengths and weaknesses
- ability to analyze the demands of tasks/activities
- use of effective thinking and problem solving strategies to cope with the challenges that tasks present

Motivation...



for learning exists when learners:

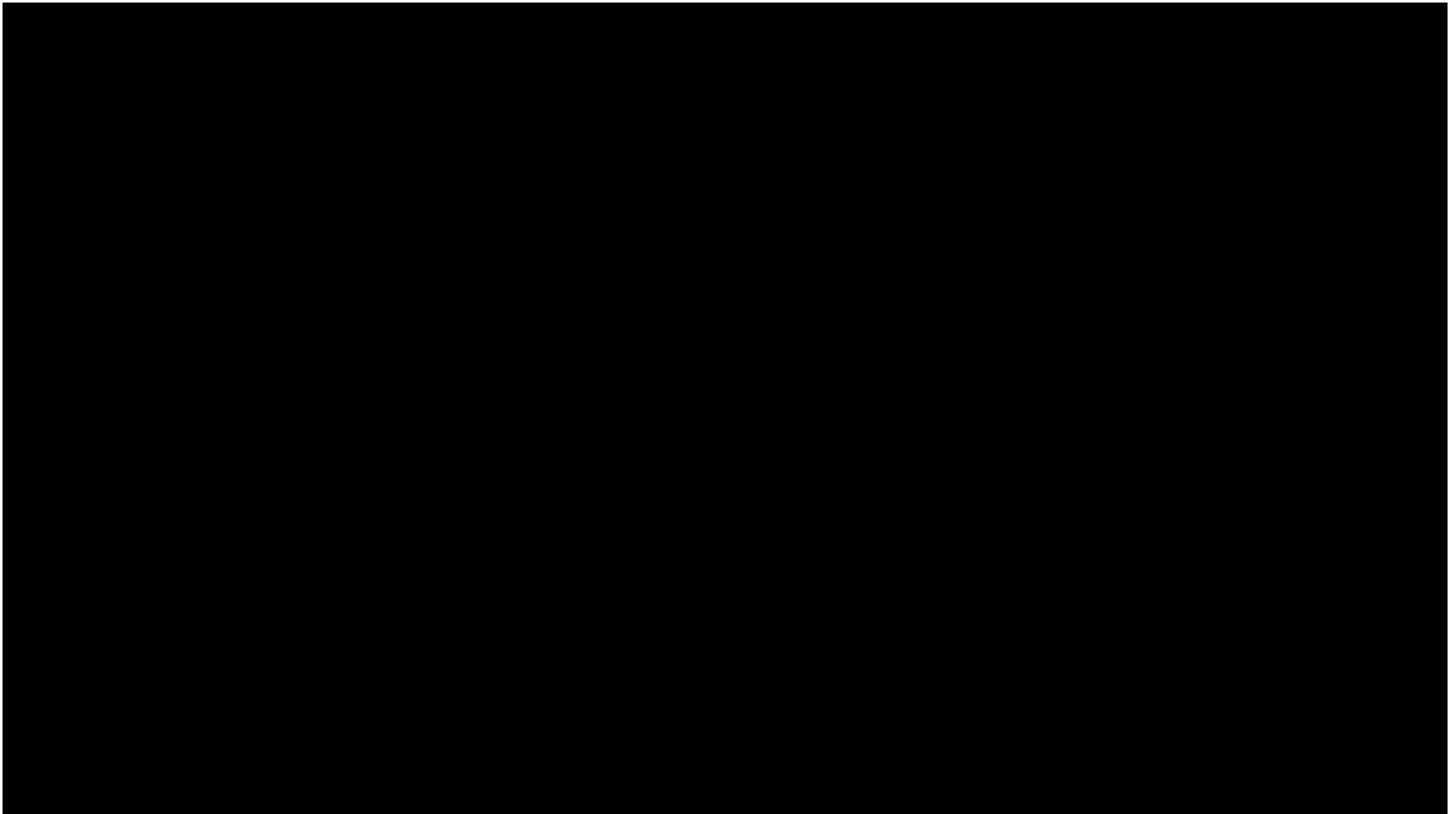
- have a genuine interest in learning
- believe that ability is incremental
- focus on personal progress
- are willing to try challenging tasks
- view errors as opportunities to learn
- believe that effort and effective strategy use will lead to success

Strategic action...

requires learners to:

- choose from a repertoire of strategies best suited to the learning situation
- apply strategies effectively and efficiently

When and How Does Self-Regulation Develop?



https://www.youtube.com/watch?v=QX_oy9614HQ

How Can Teachers Scaffold SRL?

- Setting up familiar routines
- Modeling and teaching learning and problem solving strategies—being self-regulating teachers
- Guiding children's thinking and performing
- Providing informative and corrective feedback
- Offering encouragement
- Engaging children in conversations about learning and SRL (discussing the PROCESS)

How Can Teachers Create High-SRL Contexts?

- Design *complex tasks*
- Promote student autonomy through:
 - ▣ *Meaningful choices*
 - ▣ *Control over challenge*
 - ▣ *Student self-evaluation*
- Provide *teacher support* and opportunities for *peer support*

What About Tasks?

- Tasks that are complex by design are associated with opportunities for SRL
 - ▣ address multiple goals
 - ▣ involve large chunks of meaning
 - ▣ extend over long periods of time
 - ▣ enable students to engage in a variety of processes
 - ▣ and create a wide range of products

What About Choices?

- Choices can include:
 - ▣ What to work on
 - ▣ What materials to use
 - ▣ Where to work
 - ▣ Who to work with
- Choices that promote SRL invite students to be metacognitive (e.g., consider the demands of tasks and reflect on their learning strengths and weaknesses) and take responsibility for learning (e.g., by making plans and monitoring progress).
- Choices are motivating; when students have choices they are more likely to predict a positive outcome and increase effort and persist longer when difficulties occur.

What About Challenge?

- Tasks that are moderately challenging are best for promoting SRL
 - Not too easy —> Boring
 - Not too difficult —> Frustrating
- Giving students choices often creates opportunities for them to control challenge
- What if students make poor academic choices?
 - Choices can have constraints
 - Model and teach good decision-making
 - Provide feedback about the choices students make

What About Self-Evaluation?

Self-evaluation ...

- Promotes metacognition
- Should ...
 - Be embedded in day-to-day activities
 - Emphasize process as well as products
 - Celebrate progress
 - Help students interpret errors as opportunities to learn
- Reduces anxiety that often accompanies assessment; children perceive they have a say in the assessment process → willingness to try challenging tasks because the cost of errors is small

Socially Responsible Self-Regulation (SRSR)

- Learners' abilities to **give** and **receive** targeted ***instrumental help*** in the service of learning and completing academic work.
- Peer based regulated-learning (understanding other's learning)

Why Promote SRSR?

- SRSR is believed to contribute to ***positive*** interactions and the accomplishment of ***collaborative goals*** in the classroom.



Brain Break

With a partner:

- ▣ Shake right hands
- ▣ Shake left hands
- ▣ Right hand fist bump
- ▣ Left hand fist bump
- ▣ Right hand hammer tap
- ▣ Left hand hammer tap
- ▣ Crossing high Ten
- ▣ Both fist pump
- ▣ High ten



Discussion—Gaming up your SRL

- Part 1:
 - ▣ How might you promote Socially Responsible Self-Regulation in your classrooms/work?
- Part 2:
 - ▣ In your groups, take a moment to discuss your reading reflection quotes.
 - ▣ Discuss how you might integrate SRSR into answering your questions or creating a lesson that would address the issues that you wrote about.
 - ▣ Come up with a way to present your lesson or answered questions to the class.

Reminder: Next Class

- NOVEMBER 9:
 - ▣ No class, no readings, no content on CMap
- What IS due:
 - ▣ Updated CMaps are due on November 9th by midnight (PDF format)
 - ▣ Comments on 3 classmates' CMaps due November 11th by midnight
 - All maps must have 1 comment on them before you can add a 2nd comment on someone's map
 - All maps must have 2 comments on them before you can add a 3rd comment

Next HDLT (HDT)

- Discussion on preferences:
 - ▣ Due via email on November 16?
 - ▣ Due in-class hard copy form on November 23?