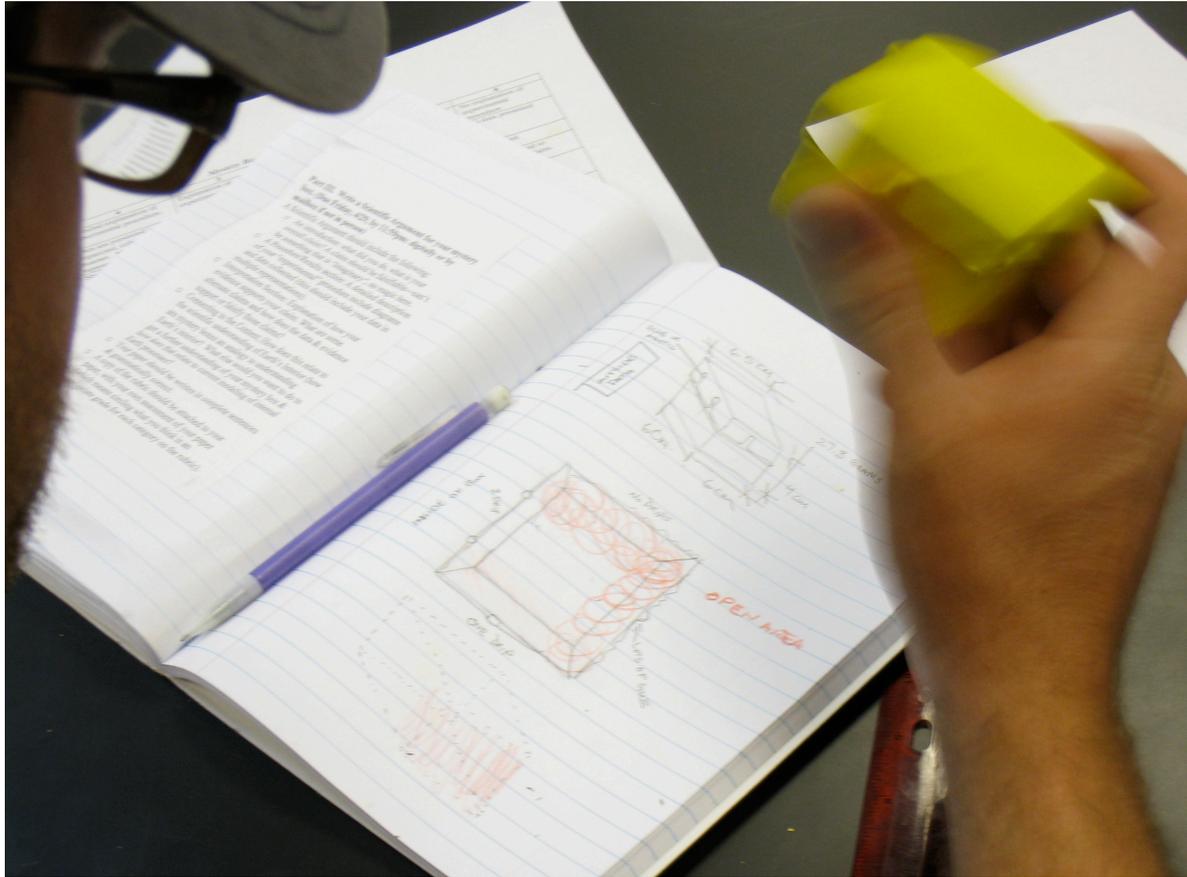


Teaching Self Regulation for Improved Learning

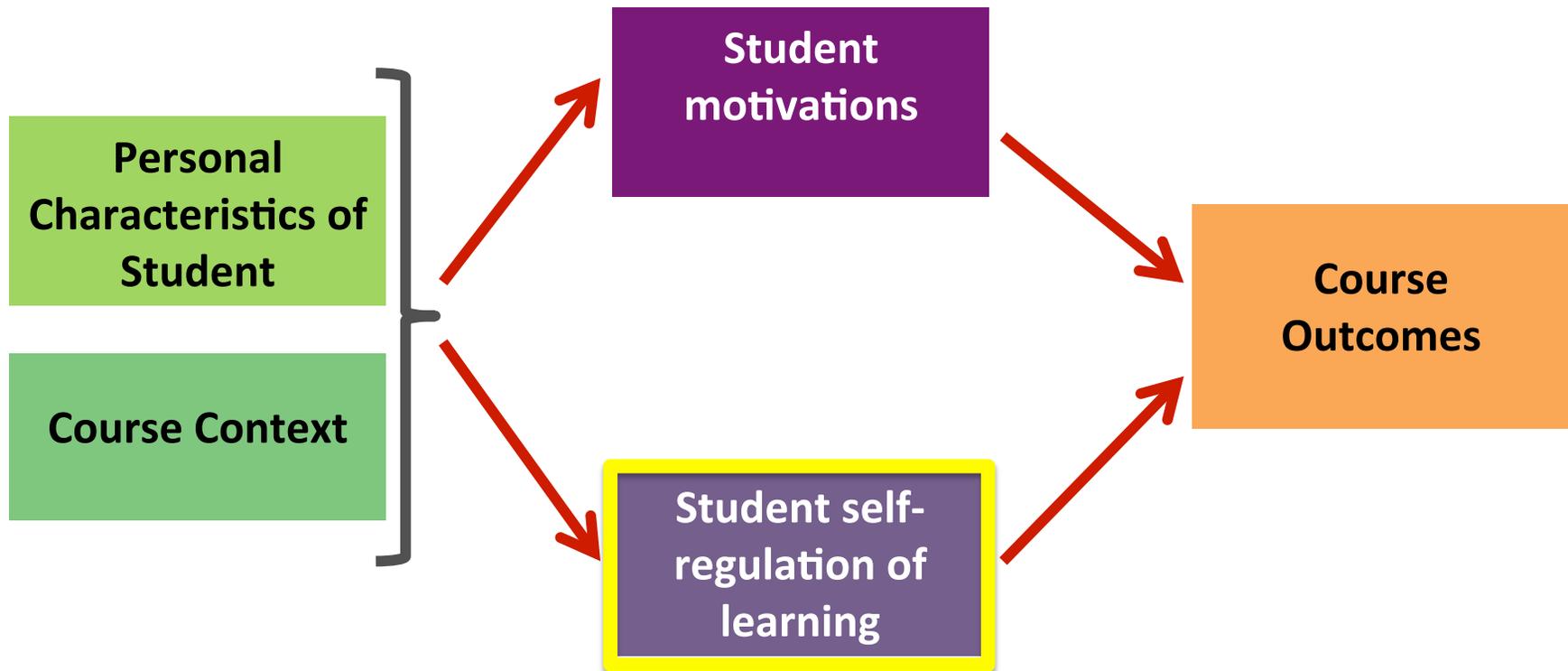


*Teaching Strategies
Monday July 25th
Kaatje Kraft*

By the end of this session....

- Describe what a highly self-regulated student is able to do
- Develop strategies for implementing self-regulatory strategies with your students
- Have ideas on how to “close the loop” on the self-regulated learning cycle

Factors that influence learning



adapted from Pintrich & Zusho (2007). Student Motivation and Self-Regulated Learning in the College Classroom. In R. P. Perry & J. C. Smart (Eds.), The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective (pp. 731-810). Dordrecht: Springer.

Effort + Appropriate Strategies

Self-Regulated Learning Cycle

Students determine what they need to learn, establish goals, and decide how they will study (choosing strategies and tactics).



Students continue with strategies and tactics they decided worked and change those that didn't.

Regulation

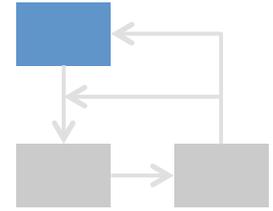
Students apply specific strategies and tactics to learn material.



*Students think about what they did and determine why they did or did not meet their goals.**

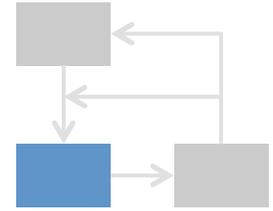
**Reflection includes monitoring (keeping track of thoughts, feelings, and behavior), evaluation (comparing results to goals), and analysis (deciding if the approach used is effective and appropriate).*

What does this look like?



- Planning
 - **High Performers** (HP's) space out their studying over days rather than cramming at the last minute, they consider what worked for them in the past
 - **Low Performers** (LP's) rely on explicit strategy instruction, “my instructor said you should study in different places, so I take my notes to the gym.”

What does this look like?



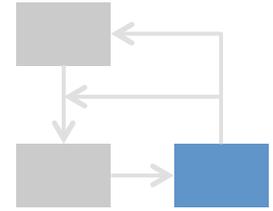
- Action

- **Which strategies does a High Performer employ?**

1. Re-reading notes and textbook, highlighting, connect content to their own lives, use outlines, concept maps; use stress to help motivate them to study; study space that is quiet and space out studying over time
2. Re-reading notes, use stress to help motivate through a reward structure, use study space with background noise as a necessity.

- LP's are more likely to use advanced elaboration (summarizing concepts) **when using instructor-provided resources** (e.g., study guides, homework assignments, etc...)

What does this look like?



- Reflection
 - Many LP’s monitored for memory only, believed that memory = understanding
 - HP’s more likely to use concrete checks for understanding
- Regulation (closing the loop)
 - HP’s are more likely to adjust/choose new strategies if old ones didn’t work & better at explaining which strategies they employed.
 - Students who learn how to “close the loop” are more likely to become HP’s

Application

- Go to the following webpage:
<http://serc.carleton.edu/garnet/interventions>
and in pairs, select one of the activities described.
- Determine which stages of the self-regulated learning cycle are addressed and how.
- Are there ways to make sure students “close the loop” on this?
- We’ll share out our findings.

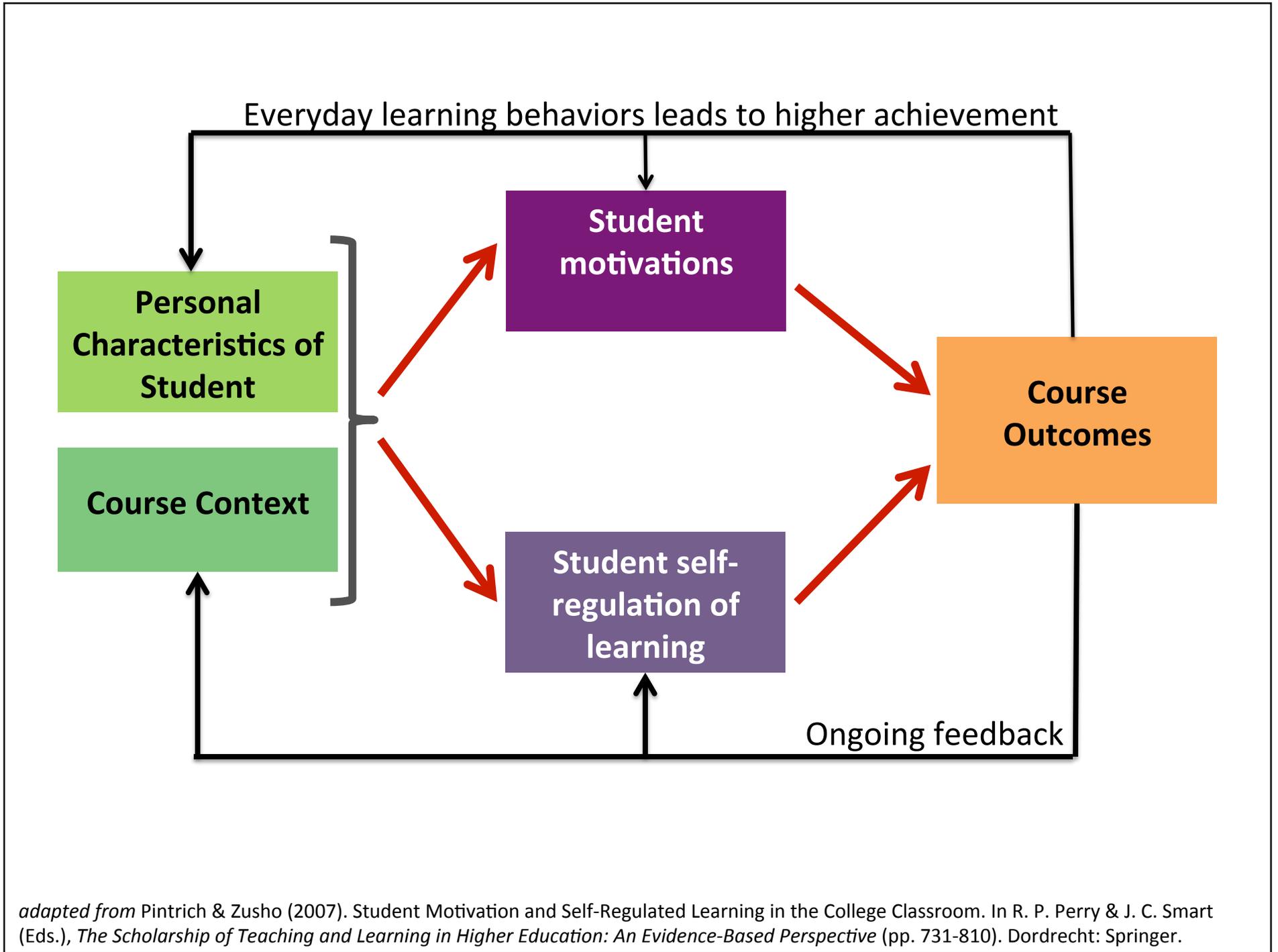
What does it all mean for instructors?

Instructors may facilitate learning by providing:

- Clear learning objectives
- Learning objectives that are linked with assessments
- Regular assignments with effective & timely feedback
- Opportunities to explicitly reflect on learning processes
- Explicit directions on strategies for studying

Application

- Think about one of the classes you've taught/will be teaching:
 - Develop one specific activity in your own class that will help target some aspect of the self-regulated learning cycle
 - Identify which aspects of the cycle are addressed.
 - What are the greatest challenges in implementing this activity with your students?



adapted from Pintrich & Zusho (2007). Student Motivation and Self-Regulated Learning in the College Classroom. In R. P. Perry & J. C. Smart (Eds.), *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective* (pp. 731-810). Dordrecht: Springer.