Teaching Self Regulation for Improved Learning

**Teaching Strategies**
Monday July 29th
Kaatje Kraft

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**Initial Reflection:**
When you have been really successful at achieving academically, what were some of the behaviors you can identify that helped you? Record your thoughts below.

Use the yes/no cards provided to indicate when you're ready to share your thoughts with your neighbor (no when you're reflecting, and yes when you're ready to talk).

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**Factors that influence learning**

1. **Personal Characteristics of Student**
2. **Course Context**
3. **Student motivations**
4. **Student self-regulated learning cycle**
5. **Course Outcomes**

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**Self-Regulated Learning Cycle**

- **Planning**: Students determine what they need to learn, establish goals, and decide how they will study (choosing strategies and tactics).
- **Action**: Students apply specific strategies and tactics to learn material.
- **Reflection**: Students think about what they did and determine why they did or did not meet their goals.

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**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

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**Revisit the instructor/student scenario**

- What were behaviors/strategies that indicated a student may or may not have been employing a the self-regulated learning cycle?
- Identify what's missing or what's present

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**Factors that influence learning**

- **Personal Characteristics of Student**
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**Self-Regulated Learning Cycle**

- **Planning**: Effort + Strategies
- **Action**: “Closing the loop” - Students continue with strategies and tactics they decided worked and change those that didn't.
- **Reflection**: Students reflect on their approach used to meet goals.

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**Revisit the instructor/student scenario**

- What were behaviors/strategies that indicated a student may or may not have been employing a the self-regulated learning cycle?
- Identify what's missing or what's present
Application

Skim through the different strategies provided in the notebook. In pairs, select one strategy to focus on. For your selected strategy:
- 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 faculty?

Instructional:
- Clear learning objectives that are explicitly aligned with assessments
- Regular assignments with effective & timely feedback
- Explicit directions on strategies for studying
- For novice students: having them identify what worked and what didn’t

Advisement/ Mentoring/ Instructional:
- Opportunities to explicitly reflect on learning processes
- Expertise changes along the learning/research continuum—help them recognize that.

Application

Think about one of the classes you’ve taught/will be teaching:
- Plan for 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?

A few extra resources:

- Addressing Student Motivation: https://sec.carleton.edu/NAGTWorkshops/affective/motivation.html
- Role of Metacognition in Learning: https://sec.carleton.edu/NAGTWorkshops/metacognition/index.html
- For students, “studying tips” video series (Samford University): https://youtu.be/RH95h36NChI (1st in series of 5)