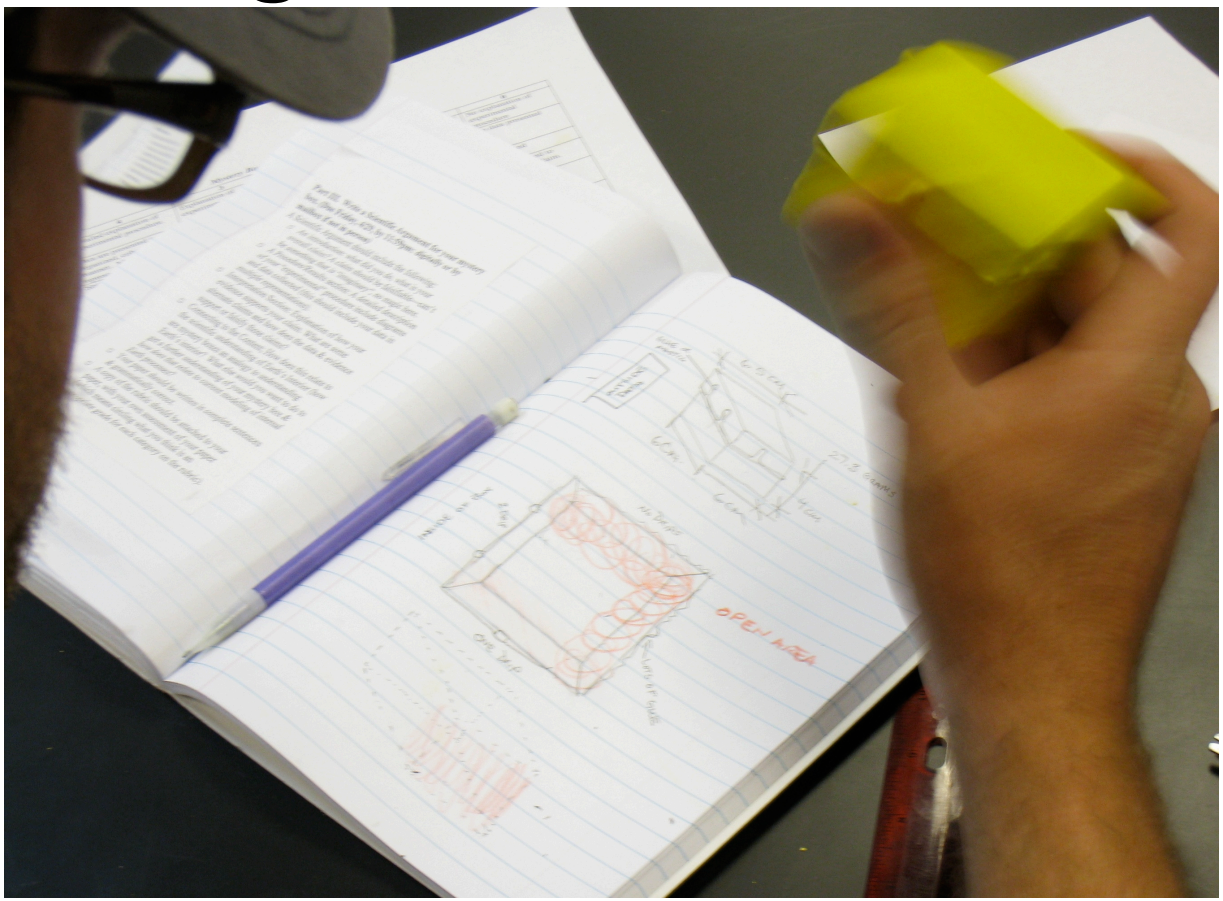
Teaching Self Regulation for Improved Learning



Teaching Strategies
Monday July 10th
Kaatje Kraft

By the end of this session….

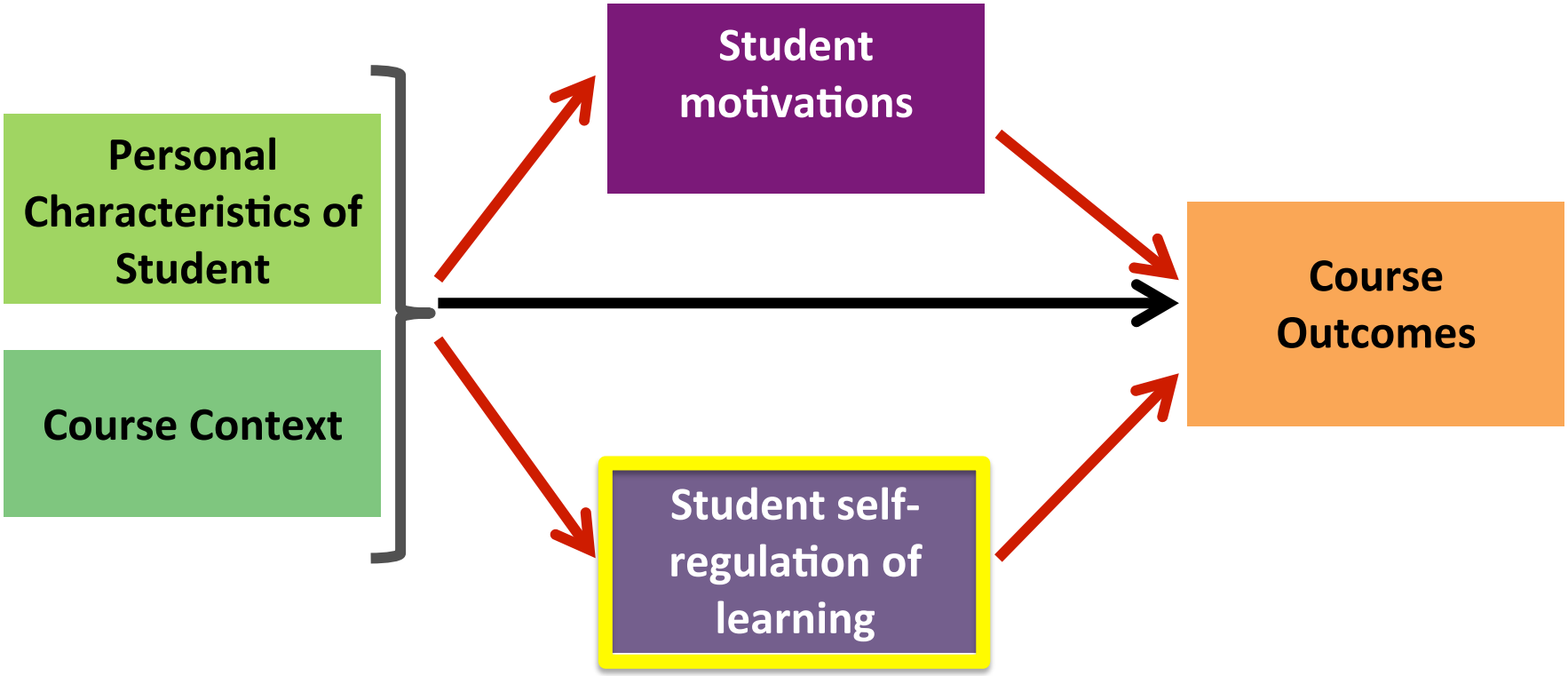
- Describe what a highly self-regulated student is able to do
- Develop strategies for implementing self-regulatory strategies with your students
- Have ideas on how to “close the loop” on the self-regulated learning cycle

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.

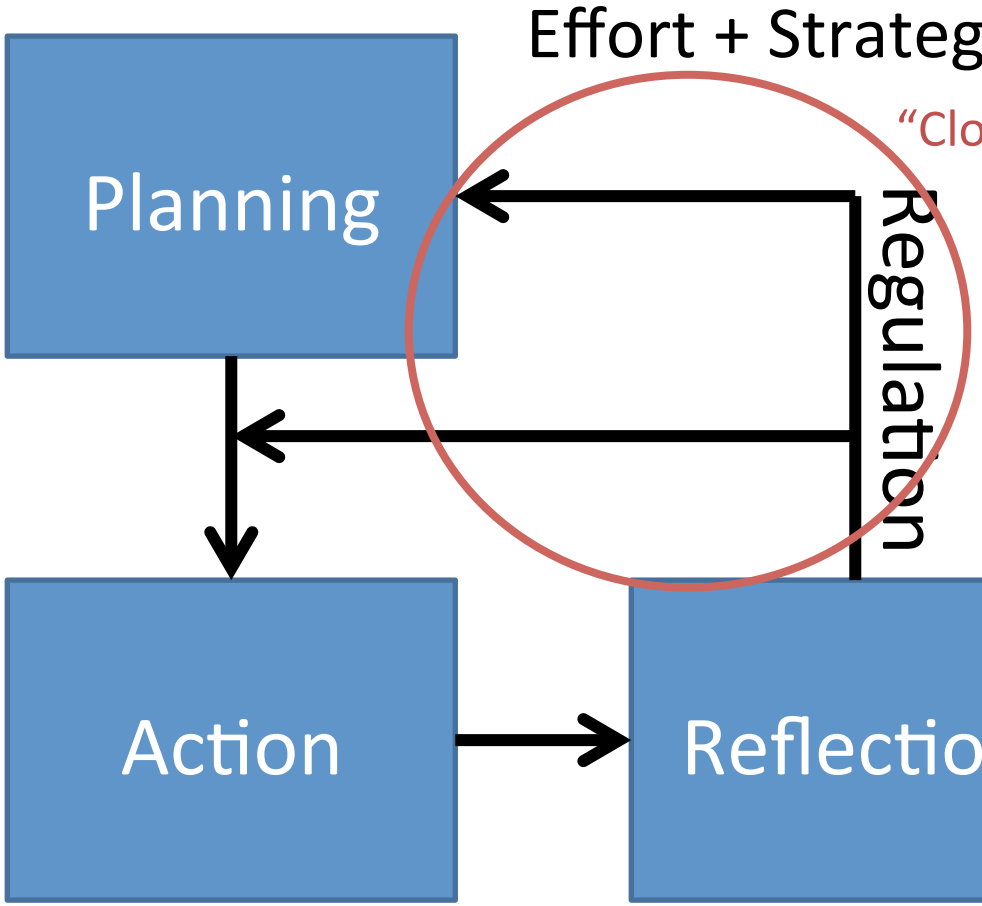
Use the yes/no cards provided to indicate when you're ready to share your thoughts with your neighbor (no when you're reflecting, and yes when you're ready to talk)

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.

Self-Regulated Learning Cycle



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

"Closing the loop"

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

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).*

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

- Go to the following webpage: https://serc.carleton.edu/sage2yc/studentsuccess/self_regulated/activities.html and in pairs, select one of the activities described (check list provided in your notebook).
- 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

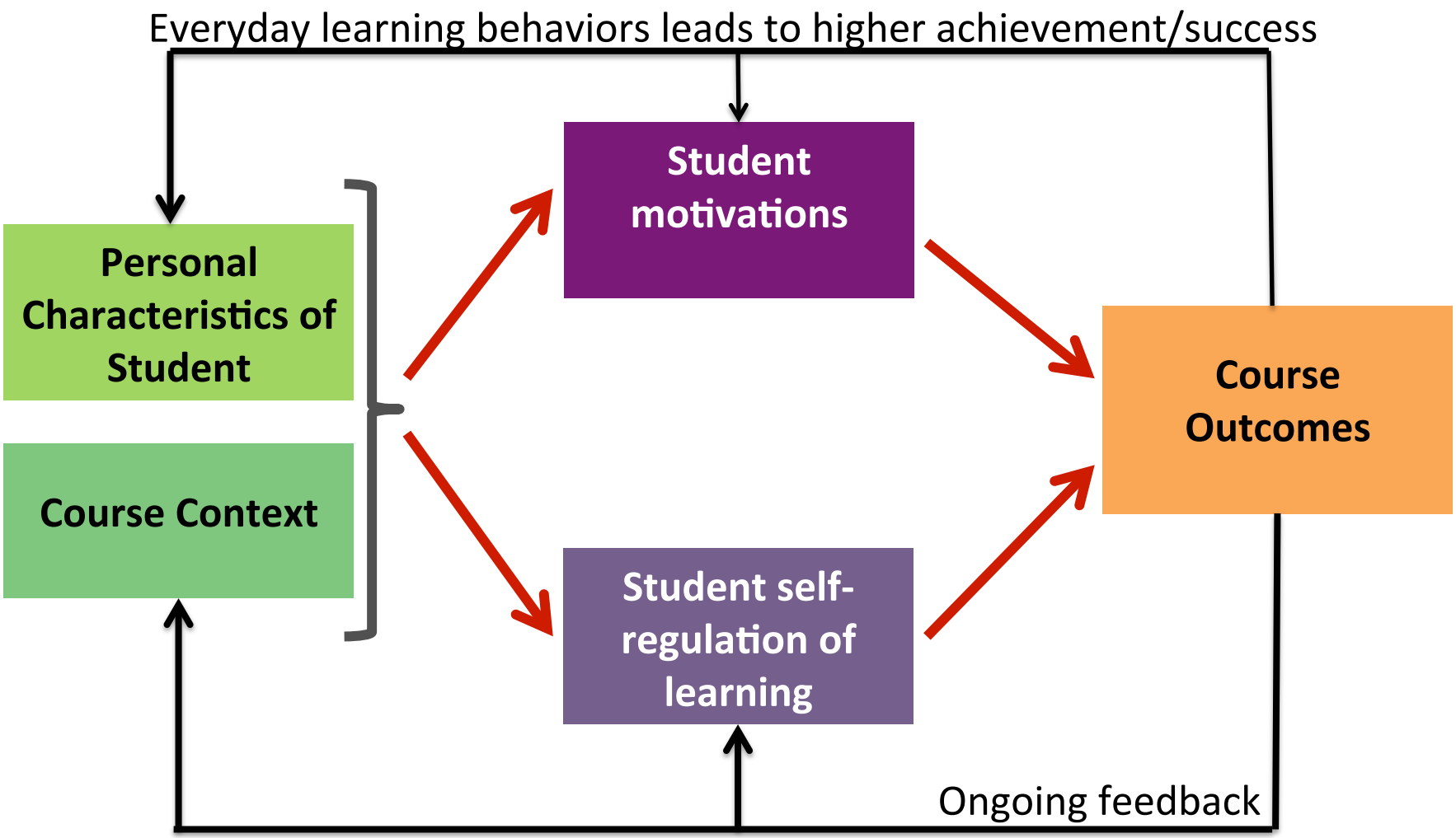
Advisement/ Mentoring/ Instructional:

- 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?



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A few extra resources:

- Addressing Student Motivation: https://serc.carleton.edu/NAGTWorkshops/affective/motivation.html
- Role of Metacognition in Learning: https://serc.carleton.edu/NAGTWorkshops/metacognition/index.html
- Self-Regulated Learning: https://serc.carleton.edu/sage2yc/studentsuccess/self_regulated/index.html
- For students, "studying tips" video series (Samford University): https://youtu.be/RH95h36NChI (1st in series of 5)