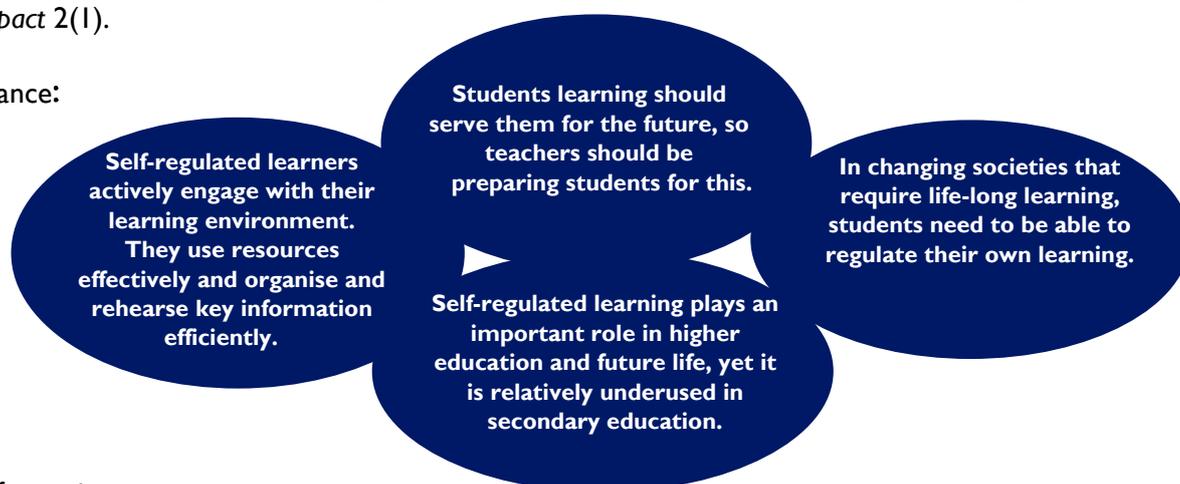


Self-regulated Learning

Turner, G. (2018) Life-worthy learning skills: a curriculum intervention to promote self-regulated learning. *Impact* 2(1).

At a glance:



Key Information:

- As teachers, we prepare students for their future lives by helping to develop knowledge and skills. When our students leave school they will require the ability to self-regulate their own learning in order to adapt in today's ever-changing society.
- Self-regulated learning places the student at the centre of the learning process, giving the student responsibility over learning and outcomes.
- Zimmerman's model for effective self-regulation starts with forethought, where students address the intended goal of project. The second stage involves self-instruction towards these goals. Finally, students should reflect on what they have done before starting the cycle again.
- Some schools are trialling this skill development with groups of students. They are to present their findings in the near future, once trials have been completed.

Ways that you can use this in your classroom today:

- Show and explain to students success criteria or lesson outcomes at the outset of the lesson.
- Allow students time to think for themselves. Whilst this can be difficult with time constraints and set content, it is extremely powerful in terms of understanding and retention.
- Get students to plan and evaluate their own work. Offer support for this initially, and as students get better at self-regulating allow them to do this without your input.
- Could an initial think task at the start of the lesson engage students into developing their own understanding of the content? Could a reflective plenary motivate students to find out more about a topic? Could a piece of formally marked work be altered to allow for students independent thinking?

Further Reading:

Zimmerman, B.J. (2002) Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*. 41(2): 64-70.

Panadero, E. (2017) A Review of Self-Regulated Learning: Six Models and Four Directions for Research. *Frontiers in Psychology* 8:422.