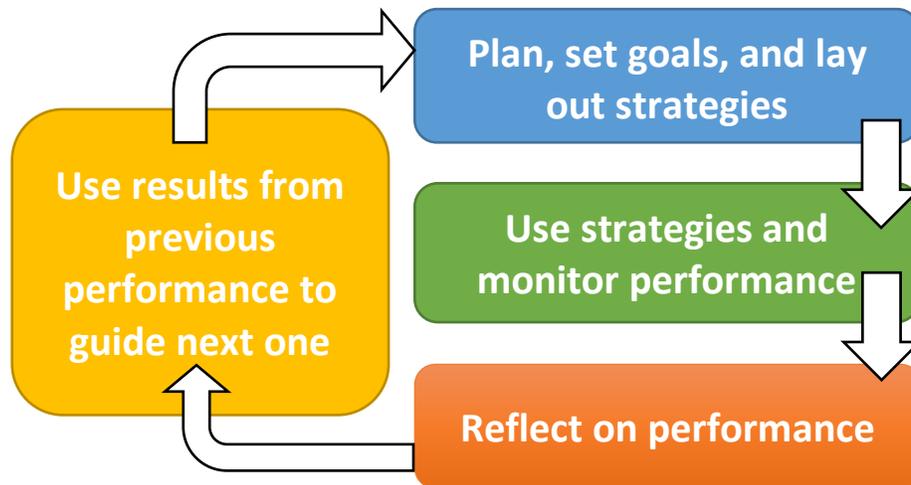


## Self-Regulated Learning

Self-regulated learning is an iterative process in which the student plans a task, monitors their performance, reflects on the outcome, and then makes adjustments.



Here's what you can do to help students become more self-regulated in their learning.

### Plan, set goals, and lay out strategies

Encourage students to establish a plan before starting an assignment. When students are new to a task, help them map out a plan with intermediate goals and deadlines. As they gain proficiency, shift responsibility for planning to the student.

Help them **analyze the learning task** by asking:

- Have you done a task like this before?
- Does it build on something you have done before?
- How much time will it take?
- How much focus will you need?

Help student **set goals** by asking:

- What do you expect to learn from this assignment?
- How can you structure the task?
- Can you break it down into sub-goals with intermediate checkpoints?

Help students **plan strategies** by asking:

- What kind of information or resources will you need?
- Will you need access to special equipment, such as a color printer or a video camera?
- Will you need to get help by going to office hours, a study session, or the writing center?
- Considering your needs, when should you get started?
- What obstacles might get in the way, and how can you overcome those obstacles?

Help students **set realistic expectations for the outcome** by asking:

- What are your strengths and weaknesses?
- What outcome/grade do you want?
- Given you current standing in the course, do you need to “ace” this or just complete it?



### Use strategies and monitor performance

Help students **monitor their performance** as they carry out their plan by asking:

- What actions have taken?
- What actions have been most effective?
- Are there work/study locations that work better for you?
- What will you do if you get stuck or run into an obstacle?
- Are you keeping up with the plan/timeline you established?
- What will you do if you miss in interim deadline or checkpoint?
- Do you need feedback on what you've done so far?

### Reflect on performance

Once an assignment or exam is complete, encourage students to reflect on their performance to understand why they earned a certain grade and how they can improve next time.

- Did you achieve the outcome you expected? Why or why not?
- How closely did you follow the plan you established?
- Which strategies or actions were effective? Which were ineffective?
- How have you learned from this experience?
- What can you do differently next time to improve?
- How can you adapt your planning, strategy, time management, and self-monitoring?

### Additional suggestions

- Check students' understanding of the assignment/task by asking probing questions
- Be more explicit than you think is necessary when explaining the task or assignment
- Tell students what they should not do or what doesn't meet assignment criteria
- Model effective searching, organizing, or problem-solving strategies
- Ask students to review and assess their own work against a set of criteria
- Maintain a growth mindset focusing on the rewards of effort and persistence

### References

- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.
- Zumbrunn, S., Tadlock, J., & Roberts, E. D. (2011). Encouraging self-regulated learning in the classroom: A review of the literature. Metropolitan Educational Research Consortium (MERC).