

The literature on assessment indicates that one of the main outcomes of formative assessment is instilling self-regulation in learners. This presentation will briefly review the research findings on self-regulated learning and make suggestion on how educators can implement those findings in their daily practice to train their students to become self-regulated learners.

Outline:

- 1) Self-Regulated Learning (SRL): Definition & Importance
- 2) Self-Efficacy (SE): Definition, Relevance & Influences
- 3) Developing SRL skills: tactics and strategies
- 4) Summary
- 5) Teacher Charge

Objectives

- 1) Define the terms self-regulation and self-efficacy
- 2) List the factors influencing self-efficacy
- 3) Identify strategies & tactics for developing self-regulated learning skills
- 4) Compare the memory-directed and comprehension-directed learning tactics

1 A. SRL: Definition

“Self-regulation is a consistent application of self-discipline or the ability to control one’s actions in the absence of external reinforcement or punishment.” Snowman & McCown, 2015

“Self-regulated individuals set their own performance standards, evaluate the quality of their performance, and reinforce themselves when their performance meets or exceeds their internal standards.” Veenman, 2011

1 B: SRL: Importance

- 1) Assume greater responsibility for their learning
- 2) Tested over increasingly larger amounts of more complex material
- 3) Need to be self-directed due to the rapid pace of change in today’s world

2 A: Self-Efficacy: Definition

Self-Efficacy: how capable one feels to handle particular kinds of tasks. Bandura (1997, 2001, 2002)

2 B: Self-Efficacy: Relevance

✓ most strongly related to and best explains differences in self-regulation Bandura (1997, 2001, 2002)

2 C: Self-Efficacy: Influences

- 1) Performance accomplishments
- 2) Verbal persuasion
- 3) Emotional arousal
- 4) Vicarious experience

Of these four self-efficacy factors, personal accomplishment is the most important because it carries the greatest weight. In other words, our feelings, the comments of others, and the actions of models need to be confirmed by our own performance if they are to be effective contributors to self-efficacy. The importance of FA when students are given multiple opportunities to improve.

3. Developing SRL Skills

3 A: Developing SRL Skills: Strategies

Strategy: plan to achieve a long-term goal

- ✓ **What**
- ✓ **Where**
- ✓ **When**

3 B: Developing SRL Skills: Tactics

Tactic: specific technique that helps achieve the immediate objective

- ✓ **How**

3 B: Developing SRL Skills: Tactics

Tactic:

- ✓ **Memory-directed**
- ✓ **Comprehension-directed**

Learning tactics can be classified as **memory directed** (used for accurate storage and retrieval information) or **comprehension directed** (when comprehension of ideas is important).

3 B: Developing SRL Skills: Tactics

Memory-Directed Tactic:

- ✓ rehearsal

✓ mnemonic devices (rhymes, **acronyms**, acrostics)

H - Huron

O - Ontario

M - Michigan

E - Erie

S - Superior

3 B: Developing SRL Skills: Tactics

Comprehension-directed Tactic:

- ✓ **self-questioning**
- ✓ **peer questioning**
- ✓ note taking
- ✓ concept mapping

Effective comprehensive tactics include self-questioning, peer questioning, note taking, and concept mapping.

3 B: Developing SRL Skills: Tactics

Comprehension-directed Tactic:

- ✓ **self-questioning**
- ✓ **peer questioning**

Different kinds of questions make different cognitive demands

The key to using self-questioning profitably is to recognize that different types of questions (elicitation Q, elaboration Q, clarification Q, divergent Q, heuristic Q, reflective Q) make different cognitive demands (e.g. they range between simple recognition of facts to accessing comprehension, application, and synthesis).

3 B: Developing SRL Skills: Tactics

Comprehension-directed: Self-Questioning Stems

- 1) What is a new example of ...?
- 2) How would you use ... to ...?
- 3) What would happen if ...?
- 4) What are the strengths & weaknesses of ...?
- 5) What do we already know about...?
- 6) Why is ... important?
- 7) What are some possible solutions to the problem of ...?
- 8) What do you think causes ...?

King (1992b). Facilitating elaborative learning through guided student –generating questioning.

4. Summary

- ✓ self-regulated learning skills make a significant contribution to students' achievement
- ✓ differences in self-regulation are explained by perceived self-efficacy
- ✓ self-efficacy is influenced by performance accomplishments, verbal persuasion, emotional arousal, & vicarious experience
- ✓ students should not be given responsibility for their own learning without adequate preparation