





What is Self Regulated Learning?

Model of Self Regulated Learning



Research Findings I





Challenges to Self Regulated Learning



5 Gateways to Successful Cognition



Summary





References

after this session, you will ...

- ... be able to explain the construct of self regulated learning
- ... have gained a deeper insight into selected research works on self regulated learning and their findings
- ... know challenges to self regulated learning
- ... know key factors to successful cognition



What is Self Regulated Learning?

Panadero (2017)

Self Regulated Learning is defined as the core conceptual framework to understand the cognitive, metacognitive, behavioural, motivational, and emotional/affective aspect of learning.

It is, therefore, an extraordinary umbrella under which a considerable number of variables that influence learning (e.g., self-efficacy, volition, cognitive strategies) are studied within a comprehensive and holistic approach.



Performance Phase

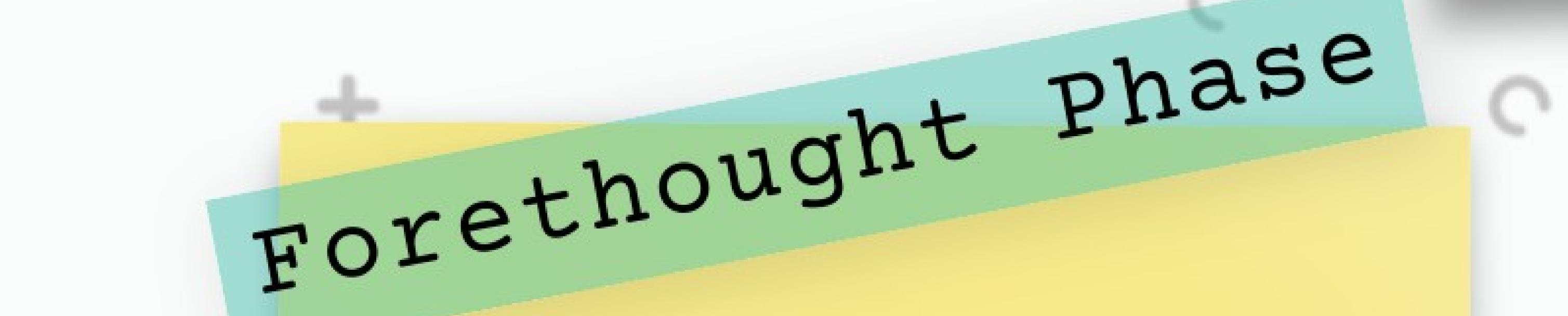
Self-Observation

Metacognitive monitoring Self-recording

Self-Control

Task strategies
Self-instruction
Imagery
Time Management
Environmental structuring
Help-seeking
Interest incentives
Self-Consequences





Task Analysis

Cvclical

Model

Panadero (2017)

Goal setting Strategic planning

Self-Motivation Beliefs

Self-efficacy
Outcome expectations
Task interest/value
Goal orientation



Self-Judgment

Self-evaluation Causal attribution

Self-Reaction

Self-satisfaction/affect Adaptive/defensive



Research Findings I

Mega et al. (2014): What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement.

Self Regulated Learning conceptually and operationally defined by a broad set of indicators, such as:

organization

elaboration

self-evaluation

strategies for studying for an exam

metacognition

Several different and broad models of self-regulated learning have been proposed to describe how students become responsible learners by regulating their own learning and performance.

Academic Achievement



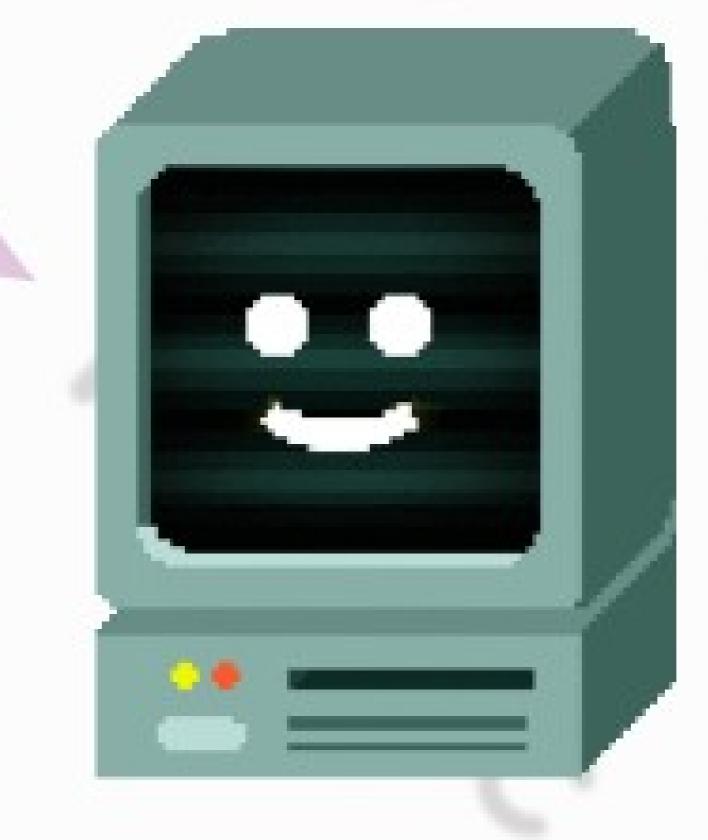


Research Findings II

Bannert et al. (2015): Short-and long-term effects of students' self-directed metacognitive prompts on navigation behavior and learning performance

How do the presented contents today relate to contents in previous seminars?

What did I hear so far that is in conflict with my prior understanding or knowledge?



Aim of the study

Metacognitive Prompts

Self-Directed Self-Directed Metacognitive Prompts Control

Experimental Group

Results & Conclusions






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The Illusion of Knowing

Winne & Nesbit (2009)





Summary

Today we learnt the definition of self regulated learning.

We hope you have gained insight on the selected research work of self-regulated learning was presented.

You also learnt the challenges of self-regulated learning.

And finally that you have learnt the five gateways to sucessful cognition



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Imagine that you are a teacher:

Based on the presentation content - How would you promote SRL in students? And Why?

Please give Examples. (write max. 150 words)

Upload your document in moodle, Folder Group 2

References

- Bannert, M., Sonnenberg, C., Mengelkamp, C., & Pieger, E. (2015). Short-and long-term effects of students' self-directed metacognitive prompts on navigation behavior and learning performance. *Computers in Human Behavior*, 52, 293-306.
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- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. Frontiers in psychology, 8, 422.
 - Roelle, J., Nowitzki, C., & Berthold, K. (2017). Do cognitive and metacognitive processes set the stage for each other?. *Learning and Instruction*, 50, 54-64.
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