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Evidence informed effective development of selfregulated learning skills for life long learning

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SELFLEX: Towards Evidence-informed Support for Self-regulation of Flexible Learning

WP5: Impact and implementation

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Program | Why – What – How

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- Why would it be of importance?
- What is it exactly?
- How can we develop it?

Why would it be of importance?

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IN AN ERA OF CONSTANT DISTRACTIONS in the form of portable phones, CD players, computers, and televisions for even young children, it is hardly surprising to discover that many students have not learned to self-regulate their academic studying very well. Consider the case of Tracy, a high school student who is infatuated with MTV.

Uit ***Zimmerman, B.J. (2002). Becoming a self-regulated learner. Theory into Practice, 41, 64-70.***

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Why would it be of importance?

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Why would it be of importance?

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- Key competency in life long learning (Endedijk & Cuyvers, 2022)
- Flexible learning (e.g. programmatic curricula) is putting a (high) demand on students self regulated learning skills (Verkoeijen, De Bruin, 2022)
- Self regulated learning is a low cost, high effect intervention, based on strong evidence (EEF, 2022)

Why would it be of importance?

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Hoger welbevinden van studenten (Liborius et al., 2019), beter overgang school universiteit (Park et al., 2012) minder kans op studieuitval (Lowe & Cook, 2003), positieve impact op leerprestaties (Richardson 2012; Janssen 2019; Muijs, Bokhove 2020

Groot deel gebruikt ZRL beperkt (Askell-Williams et al. 2012 & 2015, Bjork et al. 2013) en oppervlakkig (Dent & Koenka 2016), geen of zelfs negatieve (!) ontwikkeling gedurende school (Askell-Williams et al. 2012 & 2015)

Aanleren is mogelijk (Dignath 2008, Dignath 2021, Donker 2014) en leraren kunnen leren hoe ze dit kunnen aanleren (o.a. Dignath 2021, Sins 2023)

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What is it?

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What is it?

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- Everything you did to get here
  - Attention, goal setting, planning, motivation
  - Organizing environment, monitoring, adjusting goals and strategy
  - Afterwards: reflection, follow-up actions, (possibly) identity changes
- "…an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment." (Pintrich, 2000)

What is it?

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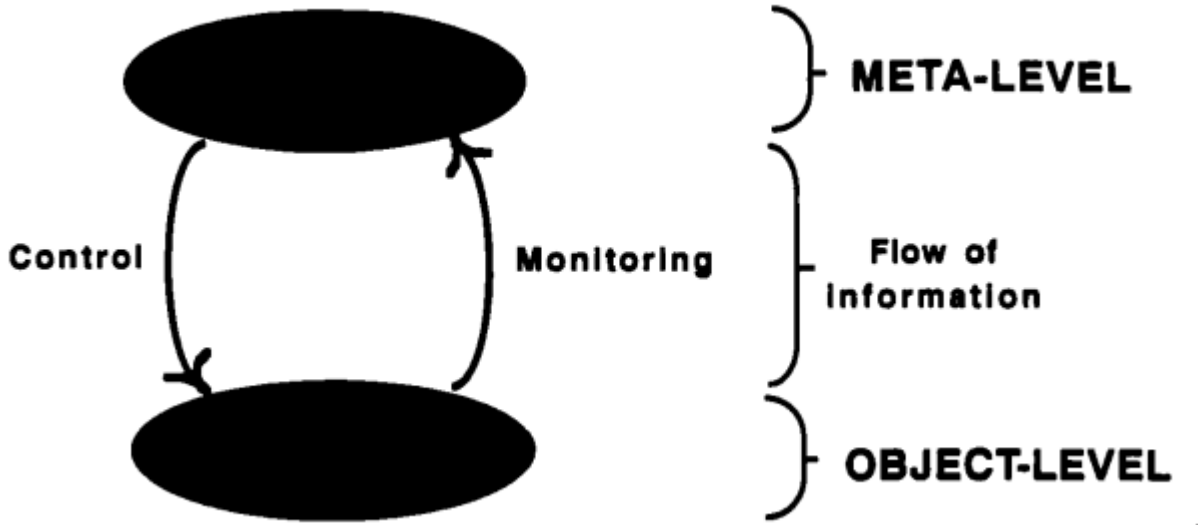
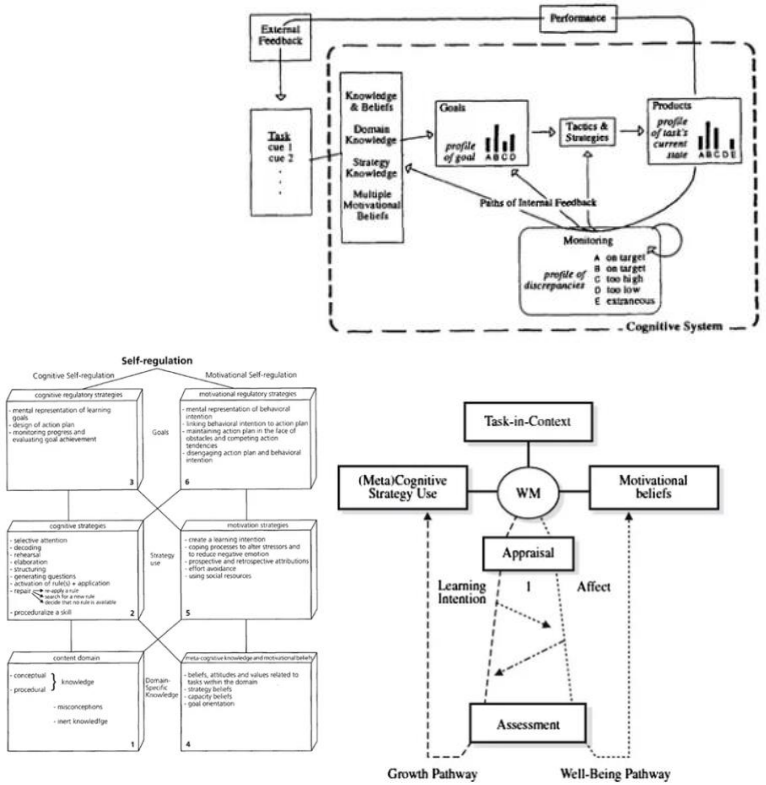


Nelson, 1990



Panadero, 2017

What is it?

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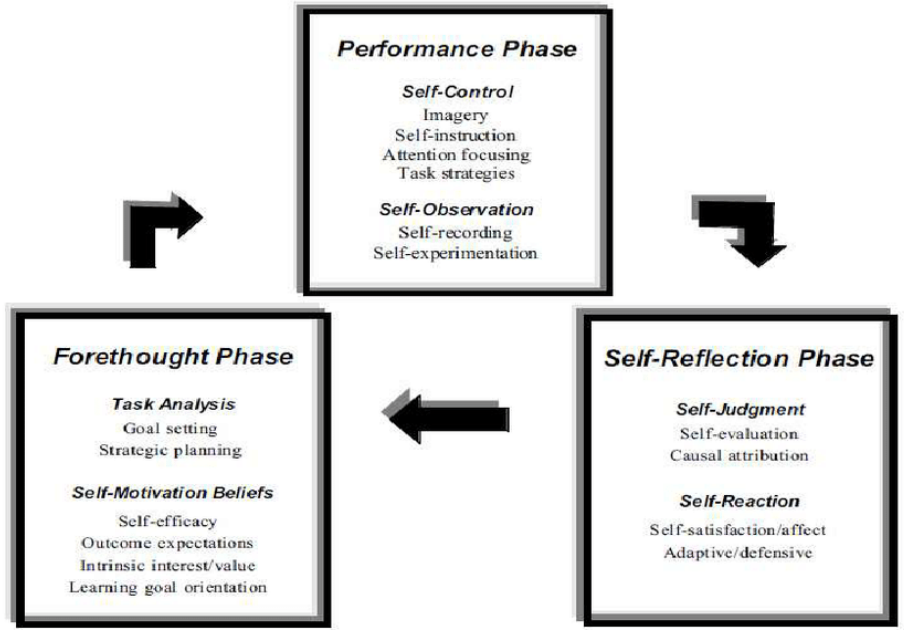
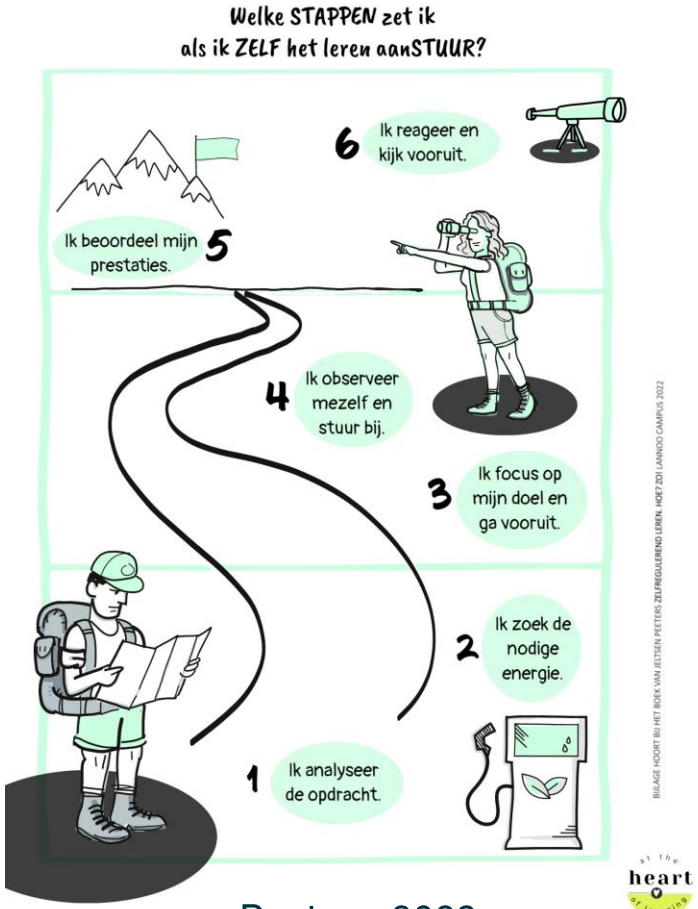


Zimmerman, 2002



Peeters, 2023

at the heart of learning

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How can we develop it?

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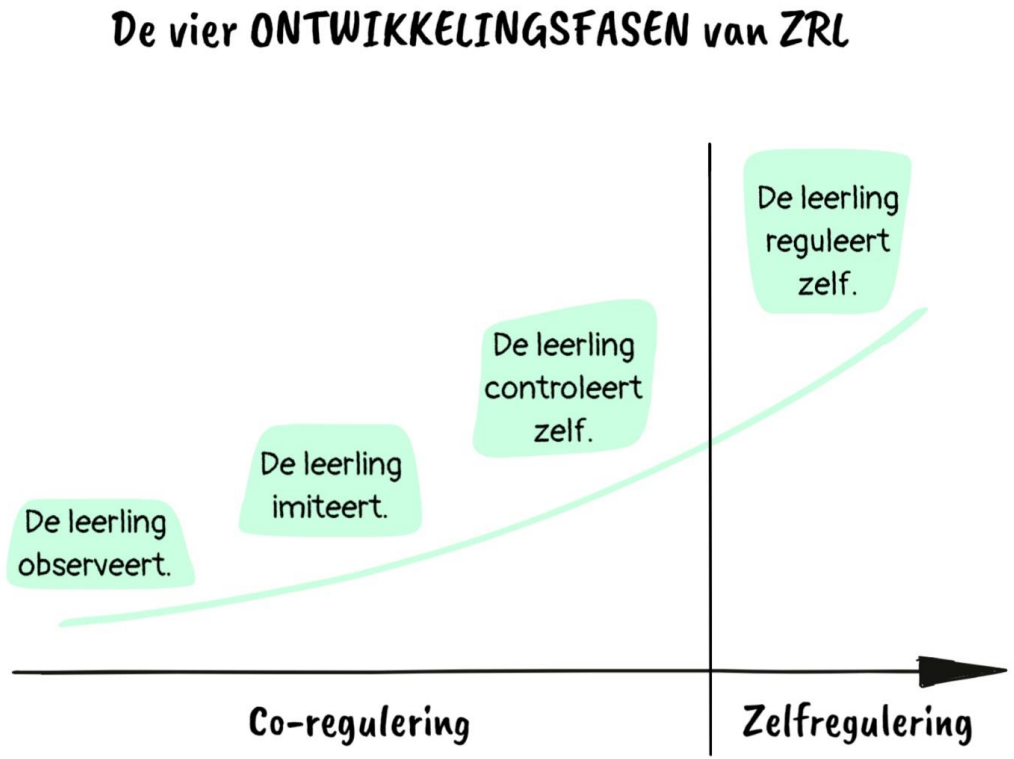

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How can we develop it?

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1 Ik weet **WAAROM** ...ik in ZRL investeer en stuur mijn eigen motivatie.

2 Ik **BEGRIJP** ...wat zelfregulerende lerenden doen, denken en voelen (Zimmerman model).

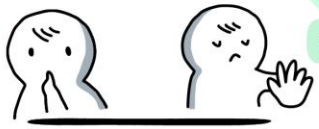
3 Ik **KIJK** ...naar deze ZRL-strategie :

- Hoe ver staan mijn leerlingen?

Ze observeren. → Ze imiteren. → Ze controleren zelf. → Ze reguleren zelf.

- Waarom gebruiken ze de strategie niet?

Skill

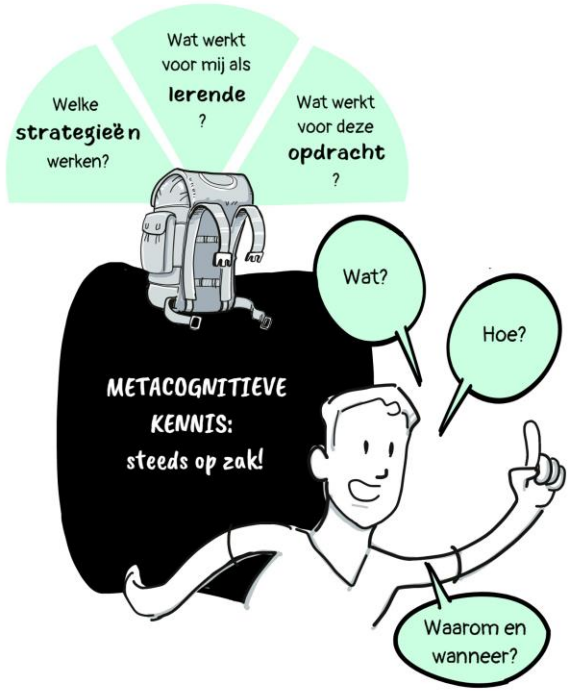


Wil

4 Ik **ONDERSTEUN**

1) Expliciet	2) Impliciet	3) Indirect	4) Transfer
= strategie aanleren	= strategiegebruik ondersteunen	= strategieën uitlokken, oefenkansen geven	= strategieën ondersteunen over contexten heen
Bv. WWW&H-regel	Bv. demonstreren, feedback, herinneren	Bv. krachtige leer- en leefomgeving	Bv. reflectie, systematische & langdurige ondersteuning

5 Ik **WERK SAMEN** met anderen aan een holistische en langetermijnondersteuning



at the heart of learning

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Any questions?

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How? Example: Self-assessment

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- 32 hours in class -> 32 hours outside class
- Beginner -> expert
- Self-assessment is (an essential) key in SRL
- Martine Baars, universitair hoofddocent bij het Behavioural Science Institute en bij de afdeling Orthopedagogiek: Leren en Ontwikkelen van de Radboud Universiteit and SELFLEX WP4.

How? Example: Self-assessment

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Supporting development of SRL skills

- Practice (questions, assignments, quizzes)
- Formative assessment
  - Answer models, criteria, feedback
  - Notes, summarizing, mindmap, conceptmap, explain a peer
- Seeking help, e.g. when in doubt – **Power Questions**
- (!) Deep learning – offer constructivly aligned assessments

How? Example: Self-assessment

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- Reflective questions
  - Did you understand the material?
  - Are you able to use this in your future profession?
  - Are you able to explain to others what you find difficult? Or interesting?
  - Are you focused on mastering the exam or mastering the subject?
- Instructional Design Principle
  - Always (!) challenge the student to reflect on their mastery. What do you think? How would you judge your mastery?
  - Make self regulated learning visible. Subtitle the (offered) activities. Why? When?

World cafe

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Per topic a chairperson is chosen, a big poster with a few guiding questions is available, including a pile of sticky notes.

1. Everyone starts reading the guiding questions and writes keywords on the sticky notes in response to these questions.
2. Together the chairperson and the participants in their group read the sticky notes.
3. The chairperson now facilitates a discussion. During this discussion the chairperson takes care of giving everybody a chance to speak up and assuring that the topics from the sticky notes are discussed.

Podcast

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- January / February
- Focus on
  - What are the crucial aspects of SRL?
  - How do we recognize the (un)appropriate SRL behaviour and skills?
  - How do students experience autonomy and agency in SRL?
  - How do we stimulate student self-assessment?
  - How do we build a stimulating digital learning environment?

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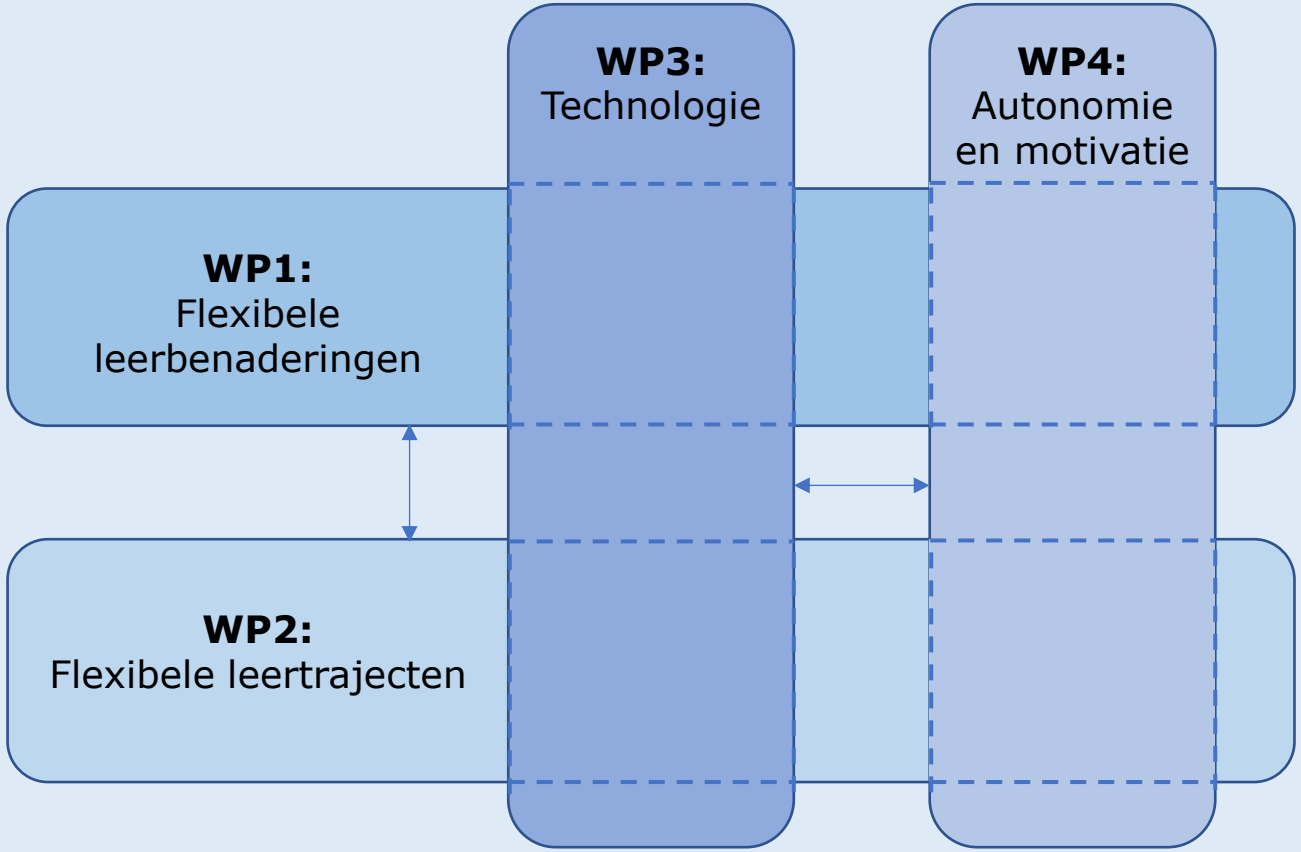
WP5: Implementatie en impact



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