PRACTICAL STRATEGIES FOR PROMOTING STUDENTS' SELF-REGULATED LEARNING (SRL) IN CLASSROOM

Suggested Audience: Secondary Educators and Administrators
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APA DIVISION 15

When students finish high school and start college, many do not have sufficient self-regulatory skills to succeed.[1,2]

- Self-regulated learning (SRL) helps students be motivated, engaged, and successful learners at all levels.
- Educators can implement classroom practices that help students develop SRL skills early to set up a foundation for success.
- Administrators can support teachers' learning about SRL and practices to promote SRL.

> This brief addresses how Educational Psychology impacts teaching and learning through self-regulation
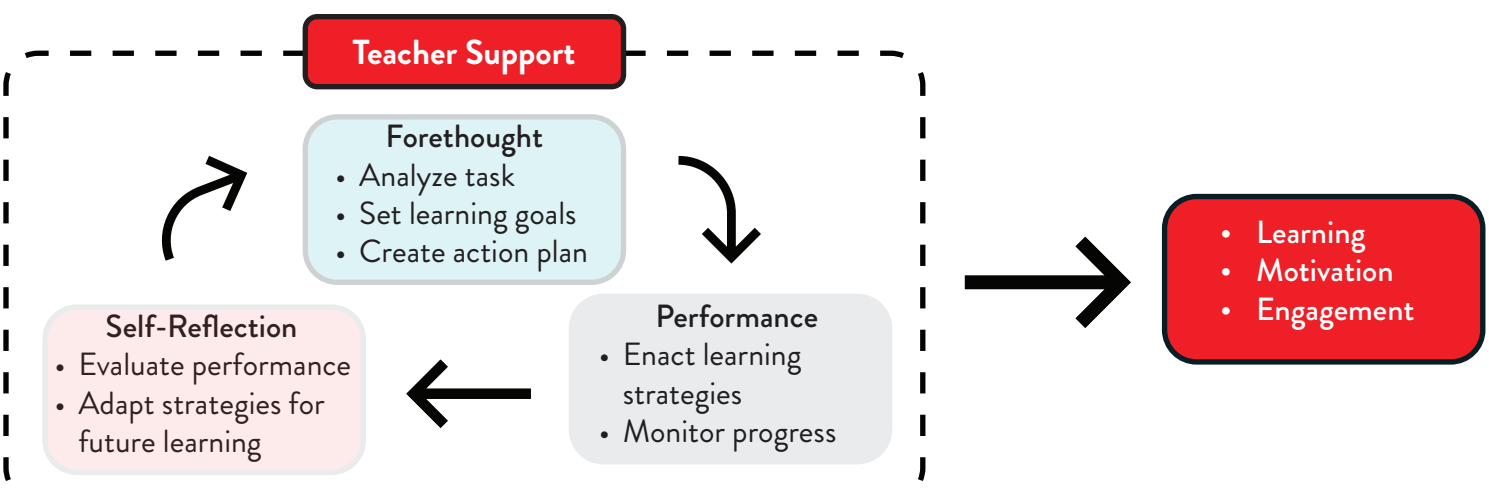
KEY DEFINITIONS

- SRL is the process through which students manage their cognitions, motivations, and behaviors in the pursuit of learning goals.
- SRL is a cyclical feedback loop that comprises three phases where learners use feedback to improve their performance:
  - **Forethought:** students set learning goals, plan their approach to a learning task, and motivate themselves to carry-through.
  - **Performance:** students use various strategies and techniques to accomplish a learning task while self-monitoring their progress.
  - **Self-reflection:** students engage in self-evaluation of their performance to identify how they can improve in future learning.
- Students may have differing levels of SRL, but they can improve through practice with sufficient teacher support.

KEY OUTCOMES

SRL helps set the foundation for college success and lifelong learning beyond school. Engagement in SRL is associated with:

- Better academic achievement in childhood and adolescence, as well as adulthood.
- Higher engagement in learning activities and exhibit positive learning behaviors.
- Greater motivation for learning.
- Higher likelihood to use SRL strategies in the future.
- Smoother school transitions.

Teacher Support

Forethought
- Analyze task
- Set learning goals
- Create action plan

Performance
- Enact learning strategies
- Monitor progress

Self-Reflection
- Evaluate performance
- Adapt strategies for future learning

- Learning
- Motivation
- Engagement

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SUGGESTIONS FOR PRACTICE

FOR TEACHERS AND EDUCATORS

Teachers and educators can implement a variety of classroom practices to promote students' SRL:[3]

- Explain to students the purposes and requirements of learning tasks/activities (e.g., learning objectives).
- Help students set specific, achievable, and proximal learning goals.
- Teach students to self-monitor using self-observation and self-recording strategies.
- Embed prompts (visual, text, questions, etc.) into learning activities and assignments to encourage self-monitoring.
- Help students identify what needs to be done to accomplish a learning task, what strategies they can use, and how to implement those strategies.
- Explicitly teach students both task-specific (math problem solving, writing, etc.) and domain-general learning strategies (time management, study planning, etc.).
- Model SRL processes (goal setting, strategy use, self-monitoring, self-reflection, etc.), followed by guided practice and then independent practice.
- Provide students with timely and constructive feedback on how to improve their performance.
- Create a classroom environment that encourages mastery and improvement rather than simply getting good grades.

GAPS & LIMITATIONS

- SRL can vary across developmental levels and across students; teachers should assess and tailor SRL practices to students' needs.
- Teachers may have varying levels of understanding and confidence in their ability to promote students' SRL, which necessitates providing them with adequate support.

FOR ADMINISTRATORS

Administrators can support teachers' teaching of SRL:

- Communicate the value of SRL to parents and create a school culture based on learning and improvement.
- Provide resources for teachers to learn about SRL and how to integrate it into their teaching, such as SRL professional development opportunities.
- Create and facilitate SRL teaching communities in their school where teachers can learn and collaborate to facilitate students' use of SRL strategies.

SELECTED REFERENCES

[1] Peverly, S. T., Brobst, K. E., Graham, M., & Shaw, R. (2003). College adults are not good at self-regulation: A study on the relationship of self-regulation, note taking, and test taking. *Journal of Educational Psychology*, 95(2), 335. https://doi.org/10.1037/0022-0663.95.2.335

[2] Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70. https://doi.org/10.1207/s15430421tip4102_2

[3] Cleary, T. J. (2018). The self-regulated learning guide: *Teaching students to think in the language of strategies*. Routledge.

For full list of references and additional resources, follow the link or scan the QR code.
https://tinyurl.com/PromoteSRL