

SELF-REGULATED LEARNING (SRL)

1) WHAT IS SELF-REGULATED LEARNING (SRL)?

SRL is the cyclical development of a set of constructive attitudes and behaviours that affect one’s learning. It is where processes are planned and adapted to support the pursuit of personal goals in changing learning environments.

2) WHAT ARE THE PHASES ON SRL?

Zimmerman (1998) described three phases in self-regulation consisting of:

- Forethought (planning)
- Performance control (doing)
- Self-reflection (reflecting)

3) WHY IS SRL SO IMPORTANT?

Research evidence shows that self-regulation contributes to the improvement of reading and writing achievement and that technology can be a powerful tool to help develop these skills (Abrami et al, 2009; Schunk & Zimmerman, 1997; 2007).

4) WHAT DO SELF-REGULATED STUDENTS DO?

- They often attain their goals.
- They can focus on the process acquiring these skills.
- They are better prepared for the ‘real world’.
- They have ownership over their learning.

5) CAN YOUNG LEARNERS BE SELF-REGULATED?

Perry and Drummond (2002) stated that “young children engaging in literacy activities provide evidence that they make deliberate decisions about how to regulate their behavior...” (p. 298). These are some strategies Perry and Drummond suggest:

- Combine “explicit instruction and extensive scaffolding to help students acquire the knowledge and skills they need to complete complex tasks independently...”, then as they become more competent, begin to relinquish control to the students.
- Provide students with feedback that focus on their personal progress.
- Encourage students to view errors as opportunities to learn (p. 303).

If students follow this self-regulated learning model, they will be able to:

