Meta Learning
&
Thinking Skills

SELF REGULATED LEARNING
Source Wikipedia

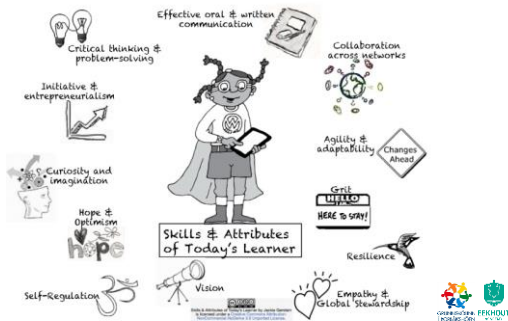- **Self-regulated learning** (**SRL**) is one of six domains of self-regulation, and is aligned most closely with the interests of teachers.
- Broadly speaking, it refers to learning that is guided by *metacognition* (thinking about one's thinking), *strategic action* (planning, monitoring, and evaluating personal progress against a standard), and *motivation to learn*.
- "Self-regulated" describes a process of taking control of and evaluating one's own learning and behavior.

Why?

- Self regulated learners are successful because they control their learning environment.
- They exert this control by directing and regulating their own actions toward their learning goals. Self regulated learning should be used in three different phases of learning.
  - The first phase is during the initial learning
  - The second phase is when troubleshooting a problem encountered during learning
  - The third phase is when they are trying to teach others (Palincsar & Brown, 1984)

Four elements of self-regulation

- According to Winne and Hadwin, self-regulation unfolds over "four flexibly sequenced steps of recursive cognition." These elements are task perception, goal setting and planning, enacting, and adaptation.
  - During the task perception phase, students gather information about the task at hand and personalize their perception of it. This stage involves determining motivational states, self-efficacy, and information about the environment around them.
  - Next, students set goals and plan how to accomplish the task. Several goals may be set concerning explicit behaviors, cognitive engagement, and motivation changes. The goals that are set depend on how the students perceive the task at hand.
  - The students will then enact the plan they have developed by using study skills and other useful tactics they have in their repertoire of learning strategies.
  - The last phase is adaptation, wherein students evaluate their performance and determine how to modify their strategy in order to achieve higher performance in the future. They may change their goals or their plan; they may also choose not to attempt that particular task again.
- Winne and Hadwin state that all academic tasks encompass these four pha

How?

- There are also many practical applications for self-regulated learning in schools and classrooms today. Paris and Paris state there are three main areas of direct application in classrooms: literacy instruction, cognitive engagement, and self-assessment (2001). In the area of literacy instruction, educators can teach students the skills necessary to lead them to becoming self-regulated learners by using strategies such as reciprocal teaching (share the role of teacher), open-ended tasks, and project-based learning.
- Other tasks that promote self-regulated learning are authentic assessments, autonomy-based assignments, and portfolios. These strategies are student-centered and inquiry based, which cause students to gradually become more autonomous, creating an environment of self-regulated learning. However, students do not simply need to know the strategies, but they need to realize the importance of utilizing them in order to experience academic success.
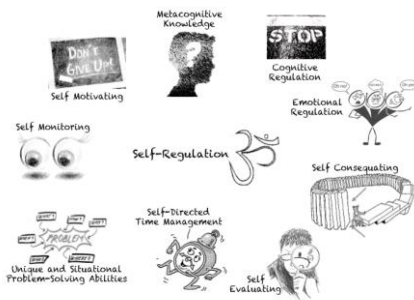
Examples of self regulated learning strategies in practice:

- **Self-Assessment**: fosters planning, assess what skills the learner has and what skills are needed. Allows students to internalize standards of learning so they can regulate their own learning (Laskey & Hetzel, 2010).
- **Wrapper Activity** : activity based on pre-existing learning or assessment task. This can be done as a homework assignment. Consist of self-assessment questions to complete before completing homework and then after completion of homework. This will allow the learner to draw their own conclusions about the learning process (Laskey & Hetzel, 2010).
- **Think Aloud**: This involves the teacher describing their thought process in solving a problem (Joseph, 2010).
- **Questioning**: Following new material, student develop questions about the material (Joseph, 2010).
- **Reciprocal Teaching**: the learner teaches new material to fellow learners (Joseph, 2010).