



Self-regulated learning in higher education

UvA Masterclass

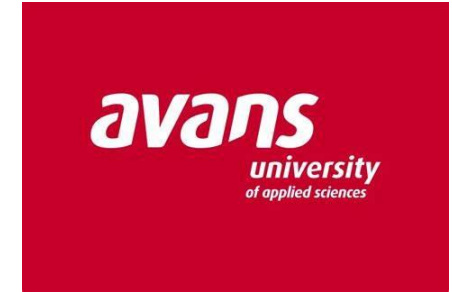


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Concept?

Importance?

Students and SRL?

Selfregulated learning (SRL)

Support?

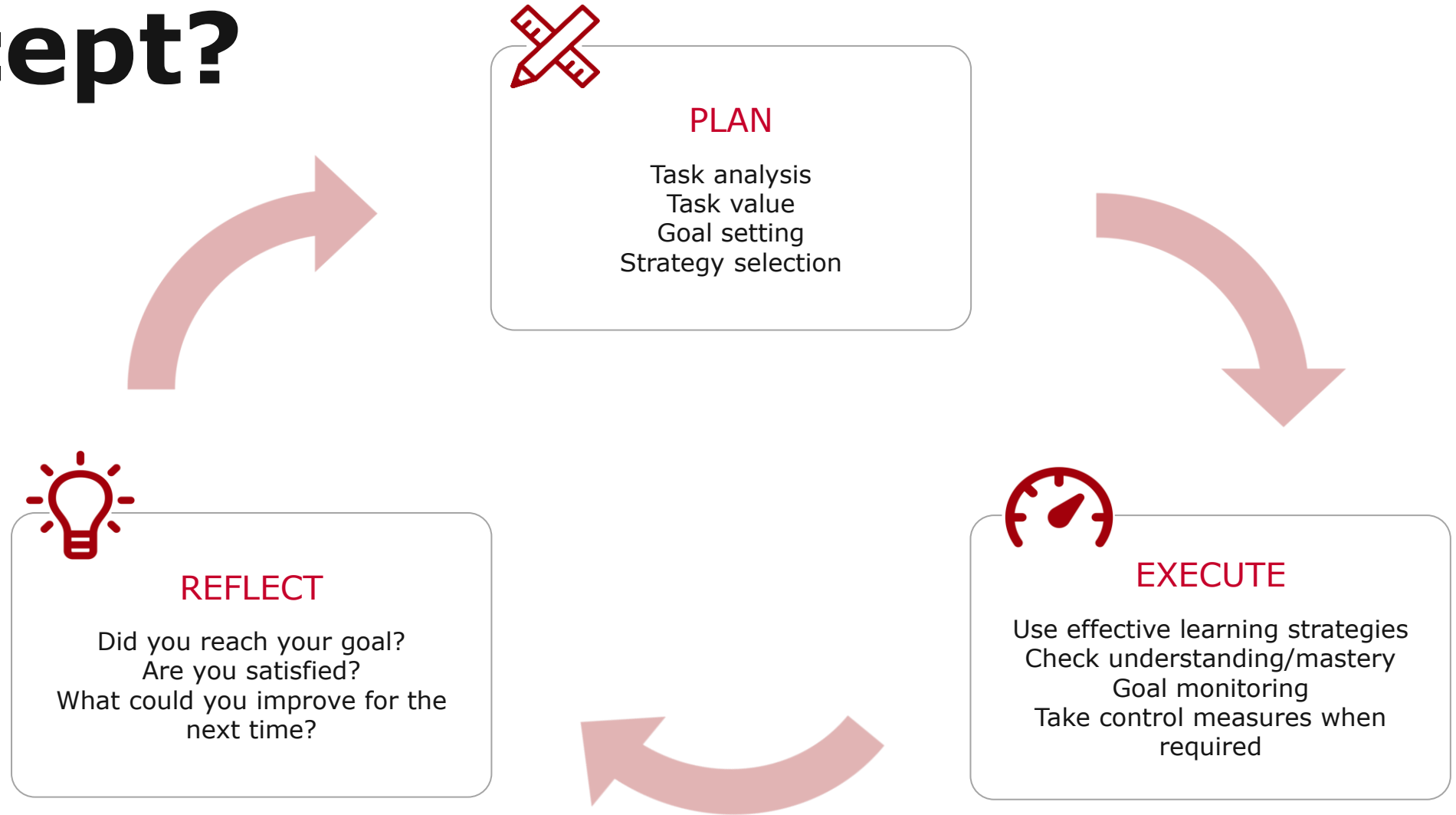
When you think of someone who regulates
their learning very well...

What exactly is it that this person does?

Concept?

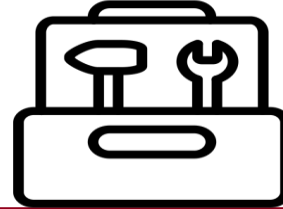
Self-regulated learning is the **cyclical process** in which a learner proactively directs their own **behaviour, thoughts, feelings and motivation**, with a view to achieving (their own) **learning objectives** depending on the **context** (Pintrich, 2000).

Concept?



With many thanks to Felicitas Biwer and Anique de Bruin

Concept?



Cognitive strategies

Metacognitive strategies

**Resourcemanagement
strategies**

With many thanks to Felicitas Biwer and Anique de Bruin

Importance?

Since the founding of the republic, American educational leaders have stressed the importance of individuals assuming personal responsibility and control for their own acquisition of knowledge and skill. Benjamin Franklin wrote extensively in his “Autobiography” about techniques he used to improve his learning, erudition, and self-control (*Benjamin Franklin Writings*, 1868/1987). He described in detail how he set learning goals for himself, recording his daily progress in a ledger. He sought to improve his writing by selecting exemplary written models and attempting to emulate the authors’ prose. In addition to teaching himself to write, Franklin felt this procedure improved his memory and his “arrangement of thoughts,” two cognitive benefits that research on observational learning has verified (Rosenthal & Zimmerman, 1978; Zimmerman & Rosenthal, 1974). Recognition of the importance of personal initiative in learning has been reaffirmed by contemporary national leaders such as Gardner (1963),

From Zimmerman, B.J. (1990). *Self-regulated learning and academic achievement: an overview. Educational Psychologist*, 25, 3- 17.

Importance?

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.

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

Importance?

Self-regulated learning is becoming a key competence in many professional fields (Endedijk & Cuyvers, 2022).

Importance?

Increasing flexibilisation (how, what, where, when) in higher education puts increasing demands on students' self-regulated learning.

Importance?

Self-regulated learning is positively (and sometimes causally) related to:

- Student wellbeing (e.g., Liborius et al., 2019);
- Study success and achievement (e.g., Janssen, 2019; Lowe & Cook, 2003; Richardson, 2012).

Students in higher education and SRL Strategies/techniques and challenges

Technique

Elaborative interrogation

Self-explanation

Summarization

Highlighting

The keyword mnemonic

Imagery use for text learning

Rereading

Practice testing

Distributed practice

Interleaved practice

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

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SAGE

Technique	Utility
Elaborative interrogation	Moderate
Self-explanation	Moderate
Summarization	Low
Highlighting	Low
The keyword mnemonic	Low
Imagery use for text learning	Low
Rereading	Low
Practice testing	High
Distributed practice	High
Interleaved practice	Moderate

Karpicke, Butler and Roediger, 2009

TABLE 1
Results of Question 1

<i>Strategy</i>	<i>Percent who list strategy</i>		<i>Percent who rank as #1 strategy</i>	
1. Rereading notes or textbook	83.6	(148)	54.8	(97)
2. Do practice problems	42.9	(76)	12.4	(22)
3. Flashcards	40.1	(71)	6.2	(11)
4. Rewrite notes	29.9	(53)	12.4	(22)
5. Study with a group of students	26.5	(47)	0.5	(1)
6. "Memorise"	18.6	(33)	5.6	(10)
7. Mnemonics (acronyms, rhymes, etc)	13.5	(24)	2.8	(5)
8. Make outlines or review sheets	12.9	(23)	3.9	(7)
9. Practise recall (self-testing)	10.7	(19)	1.1	(2)
10. Highlight (in notes or book)	6.2	(11)	1.6	(3)
11. Think of real life examples	4.5	(8)	0.5	(1)

Therefore

Supporting higher education students in becoming self-regulated learners is necessary and effective support is possible (Dignath, 2008; Dignath & Veenman, 2020, Theobald, 2021)

SRL support

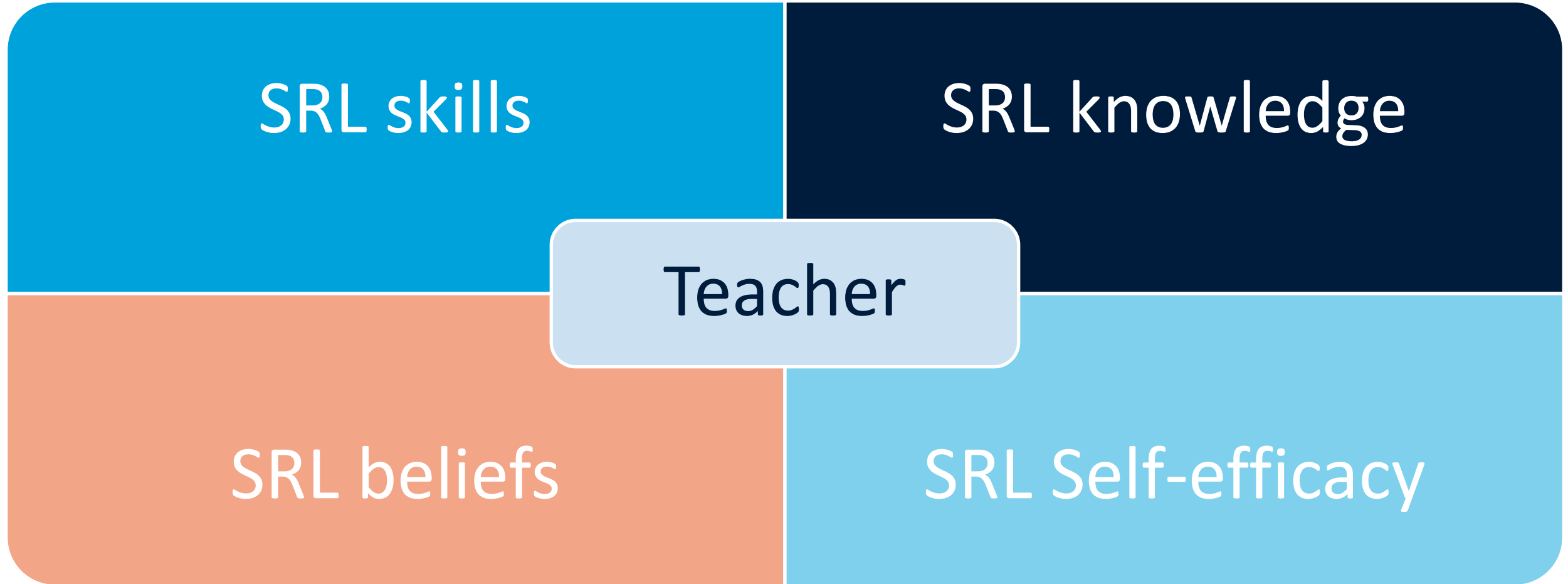
SRL skills

SRL knowledge

Teacher

SRL beliefs

SRL Self-efficacy



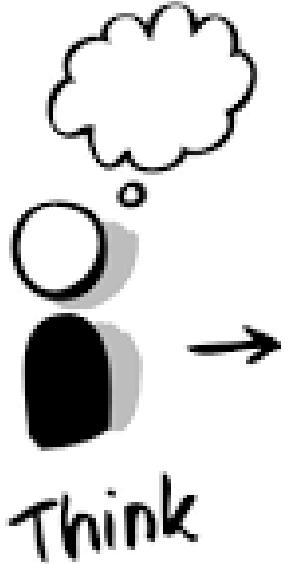
SRL Support:

**how can you support students'
SRL in their own learning context?**

Supporting self-regulated learning

1. **Where** is the student at? (**diagnose**)
2. **What** type(s) of support would be appropriate?
(**support**)

Diagnose



- Describe your **context** (learning environment, students, teachers) in which you want to support SRL.
- What is the SRL **problem/challenge**? How do you know?
- What might be **possible causes** of the problem/challenge?
- What do you want **students to learn** when it comes to SRL?

Support

- What type(s) of support might be effective to solve the problem/challenge?
- You may think of:

Support

Instructors: explicitly teach effective strategies

Navigators: help students in goal setting, planning, and overcoming obstacles

Strategists: Integrate SRL in classes/assignments (+ practice and feedback)

Promotors: stimulate SRL through authentic and relevant tasks

Innovators: use technology to enhance SRL

Role models: demonstrate, and explain your own SRL skills

Encouragers: stress the importance of mental effort, and make growth visible





YOUR PORTAL TO BECOME A BETTER LEARNER



DESIRABLE DIFFICULTIES



actually enhance learning and understanding over time.

Study Smart



Motivatie-motor

**Motiverend
lesgeven**

met de Motivatie-motor

In closing

Final questions?

Thoughts?

