



THE NATURE  
OF KNOWLEDGE

# Self-Regulated Learning

## (Motivation and Learning Strategies)

### DESCRIPTION

Self regulated learning (SRL) is made up of instructional processes and learning strategies aligned to supporting both the will and skill elements of students' abilities to manage and improve their own learning process.

SRL is guided by metacognition (thinking about learning), strategic action (planning, monitoring, regulating, reflecting), and motivation to learn, and is predictive of higher learning achievement (Flavell, 1979; Pintrich, 2004). Design recommendations focus on scaffolding SRL in digital learning environments to help students be more aware of their learning progress, accountable for knowledge and skill development, and strategic in their use of learning tools and other efforts related to managing time and monitoring learning progress. (Azevedo, et al., 2004; Zimmerman, 1990)

### CAPABILITIES

- Adaptivity: Adaptive remediation
- Instruction: Multimedia active reading
- Management: Learner analytics

### SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive practice aligned to learning goals
- Simple Technology: Learning planning and monitoring tools
- Content Support: Instruction/practice of SRL skill building



Pearson

# Self-Regulated Learning (Motivation and Learning Strategies) SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
<b>Purpose/ Model</b>	<ul style="list-style-type: none"> <li>  Supports all of: self-awareness of learning, active use of learning strategies, accountability for learning</li> <li>  Supports all of: planning, monitoring, regulating, reflecting across at least one of: cognition, affect, behavior, context</li> </ul>	<ul style="list-style-type: none"> <li>  Supports two of: self-awareness of learning, active use of learning strategies, accountability for learning</li> <li>  Supports three of: planning, monitoring, regulating, reflecting across at least one of: cognition, affect, behavior, context</li> </ul>	<ul style="list-style-type: none"> <li>  Supports one of: self-awareness of learning, active use of learning strategies, accountability for learning</li> <li>  Supports two of: planning, monitoring, regulating, reflecting across at least one of: cognition, affect, behavior, context</li> </ul>	<ul style="list-style-type: none"> <li>  Supports none of: self-awareness of learning, active use of learning strategies, accountability for learning</li> <li>  Supports one or fewer of: planning, monitoring, regulating, reflecting across one or fewer of: cognition, affect, behavior, context</li> </ul>	= _____
<b>Scaffolding and Feedback Instructional Strategies</b>	<ul style="list-style-type: none"> <li>  Scaffolding and feedback designed to support at least four of: clarify performance, facilitate reflecting, deliver high-quality information, encourage dialogue, encourage positive motivation, close performance gap, provide improvement information to teachers</li> </ul>	<ul style="list-style-type: none"> <li>  Scaffolding and feedback designed to support at least three of: clarify performance, facilitate reflecting, deliver high-quality information, encourage dialogue, encourage positive motivation, close performance gap, provide improvement information to teachers</li> </ul>	<ul style="list-style-type: none"> <li>  Scaffolding and feedback designed to support at least two of: clarify performance, facilitate reflecting, deliver high-quality information, encourage dialogue, encourage positive motivation, close performance gap, provide improvement information to teachers</li> </ul>	<ul style="list-style-type: none"> <li>  Scaffolding and feedback designed to support one or fewer of: clarify performance, facilitate reflecting, deliver high-quality information, encourage dialogue, encourage positive motivation, close performance gap, provide improvement information to teachers</li> </ul>	= _____
<b>Digital Design Applications</b>	<ul style="list-style-type: none"> <li>  Students trained on SRL prior to learning</li> <li>  Complex topics scaffolded well</li> <li>  Interactive elements used to support SRL</li> <li>  SRL behavior analyzed to support interventions</li> <li>  Digital elements, like wikis, journals, discussion forums, used effectively to support SRL</li> </ul>	<ul style="list-style-type: none"> <li>  Students trained on SRL after learning</li> <li>  Complex topics poorly scaffolded</li> <li>  Elements used to support SRL, but not making full use of interactivity</li> <li>  Behavior analysis exists, but not used to support SRL interventions</li> <li>  Digital elements, like wikis, journals, discussion forums used, but not to support SRL</li> </ul>	<ul style="list-style-type: none"> <li>  Students trained on SRL, but poorly</li> <li>  Complex topics not scaffolded</li> <li>  Elements do not support SRL</li> <li>  Behavior analysis not used</li> <li>  Digital elements, like wikis, journals, discussion forums not used</li> </ul>	<ul style="list-style-type: none"> <li>  Not applicable to the design of this tool/ capability</li> </ul>	= _____