

## Chapter 1 : Self-Regulated Learning – theinnatdunvilla.com

*Reflection is not a fourth or separate phase in the SRL cycle – reflection goes on throughout the SRL cycle. Ertmer and Newby () state that reflection provides the link between what expert learners know about learning (metacognitive knowledge) and what they do about learning (self-regulation).*

The 4 Phases learning the compass Understanding the basic 4 phases or energies of the cycle is the key to unlocking this world of knowledge. Think of it like creating a compass for the month and applying that to life. Yes, it will take a bit of trial and error to learn your own layers intimately, because everyone is different and there is no detailed user guide. Imagine the flow and ease of going with your body? There are tools to help you remember, but ultimately you rely on the information coming from YOU. Women are actually blessed that they have a solid compass and a constant reminder which is their cycle. We embody all of this knowledge. It is our natural essence to BE, not to do or make or force, not to run around madly and constantly do-do-doing, to push ourselves to exhaustion, to strive and give from places of not having, or to try to correct a sense of not being enough. If you BE in your essence – be you, everything will come to you. It is so important to honour ourselves first, then you will have time, space and energy for work, relationships and all the goodness life has to offer. Partly from the dark history some cultures have had around the female cycle and still have , and partly because we have lost touch with ourselves in mainstream society. Let me just say this. But first we need to get intimate with ourselves. Or at least try to. To make the most of the abilities, benefits and challenges in each phase it is important to know where a woman is in her cycle. Phases can be used as a compass to help guide and increase awareness around the amazing abilities and natural ways of processing and evolving throughout every month. REFLECTIVE DAY Is a time of deep inner processing and reflection, overview approach, detachment from outcomes, letting go, downtime, intuitive understanding, access to infinite knowledge, feelings orientated, low mental and physical energies, pausing. EXPRESSIVE DAY Is a time of happy, joyful, fun, social, expressive, energetic, good mental and emotional strength and stamina, empathetic, caring, loving, emotionally supportive, flexible, good communication, productive, more surface level. Every cycle is unique and may differ for every woman, they are like fingerprints.. Below are the benefits and challenges of each phase for us girls and for the guys too.

**Chapter 2 : Gibbs' Reflective Cycle - Helping People Learn From Experience**

*For instance conditions, operations, and evaluations as depicted in the COPES model by Winne & Hadwin respectively describes the forethought, performance, and self-reflection phases of the cycle in Fig. 3.*

As stated by Panadero, p. 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 phases. Sources of self-regulated learning[ edit ] According to Iran-Nejhad and Chissom, there are three sources of self-regulated learning: The individual is aware and effortful in using self-regulation strategies. Under this source of SRL, learning happens best in a habitual mode of functioning. In this model, learning takes place best in a creative mode of functioning and is neither completely person-driven nor unconscious, but it is a combination of both. Social cognitive perspective[ edit ] Self-regulation from the social cognitive perspective looks at the triadic interaction among the person e. By storing the information into long term memory or a live document like a Runbook the learner can retrieve it upon demand and apply to tasks, becoming a self-regulated learner. Zimmerman suggested that self-regulated learning process better with three stages. It involves learners attention and willpower; Self-reflection, happens in the final stage when learners review their performance toward final goals. At the same time, focusing on their learning strategies during the process is also efficient for their final outcomes. Motivation plays a major role in self-regulated learning. Motivation is needed to apply effort and continue on when faced with difficulty. Control also plays a role in self-regulated learning as it helps the learner stay on track in reaching their learning goal and avoid being distracted from things that stand in the way of the learning goal. In a subsequent study, self-regulated learning was shown to enable accelerated learning while maintaining long-term retention rates. Whyte recognized and appreciated external factors, to include the benefit of working with a good teacher, while encouraging self-regulated hard work, skill building, and a positive attitude to perform better in academic situations. Whyte, To increase positive attitudes and academic performance, expert learners should be created. Expert learners develop self-regulated learning strategies. One of these strategies is the ability to develop and ask questions and use these questions to expand on their own prior knowledge. This technique allows the learners to test the true understanding of their knowledge and make correction about content areas that have a misunderstanding. When learners engage in questioning, it forces them to be more actively engaged in their learning. It also allows them to self analyze and determine their level of comprehension. Through the use of questions, learners can accommodate and then assimilate their new knowledge with existing schema. This process allows the learner to solve novel problems and when the existing schema does not work on the novel problem the learner must reevaluate and assess their level of understanding. Paris and Paris state there are three main areas of direct application in classrooms: 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. According to Dweck and Master, "Students use of learning strategies" and their continued use of them in the face of difficulty" is based on the beliefs that these strategies are necessary for learning, and that they are effective ways of overcoming obstacles. Those who do practice self-regulation ask questions, take notes, allocate their time effectively, and use resources available to them. Pajares lists several practices of

successful students that Zimmerman and his colleagues developed in his chapter of Motivation and Self-Regulated Learning: Theory, Research, and Applications. These behaviors include, but are not limited to, the following: Examples of self-regulated learning strategies in practice: 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. This involves the teacher describing their thought process in solving a problem. Following new material, student develop questions about the material. Programs such as CSRP target these different groups in order to increase effortful control in the classroom to enhance early learning.

**Chapter 3 : The Harvard Educational Review - HEPG**

*"In terms of meta-cognitive processes, self-regulated learners plan, set goals, organize, self-monitor, and self evaluate at various points during the process of acquisition." -Barry Zimmerman Self-Reflection is the part of the process that informs the cycle.*

Two students work together to solve a computing challenge. Image by Matylda Czarnecka, from the Student Hackathon coding challenge. Plan, set goals, and lay out strategies This first step of the cycle may be overlooked by many students as they dive headlong into a task. Encouraging students to establish a plan before they start working on a task will help them strategize right from the start. Although students may see this as taking a step backward, it will ultimately help them be more efficient with their time and effort. Guide students through this process by helping them ask themselves the following questions: Analyze the learning task. How much time will it take? How much focus will I need? How will I structure this task? What are the intermediate checkpoints and sub-goals? Can I complete an outline with two weeks to go, and then a rough draft one week prior to the due date? That would allow time to get extra help as needed. Will I need resources from the library, a color printer, help from my lab partners, or an appointment for office hours? Given my needs, when should I get started on this task? Set expectations for the outcome. Given how much time I have available, my strengths and weaknesses, and my current standing in the course, what type of outcome would I like? Do I need to "ace" this, or is it OK if I can just complete it successfully? When students are new to a task, help them map out the most effective strategies to match the goal. Set intermediate, shorter term goals along the pathway toward a larger goal. As students gain proficiency, allow them to plan for themselves. Photo by Kaatje Kraft. Use strategies and monitor performance In this phase, students carry out the plan that was outlined in the forethought phase. Ideally, students can proceed with confidence because they have already established a detailed plan of action. Here are some key points you can use to coach students through this phase. Use self-observation to reflect on the actions taken by the student and the effectiveness of the results. For example, when I studied in a quiet location in the library, I completed the reading more quickly than when I read at home. Prompt students to stick with the strategies, even though it may be tempting to revert back to known but ineffective strategies. Unfamiliar approaches may feel inefficient at first, but learning the method can be as important as learning the material. Have the students monitor their progress on the intermediate goals, and the strategies they are using. At the same time, you can also monitor their progress and offer feedback see structuring feedback for self-regulated learning. Reflect on performance Many students focus solely on the extrinsic outcome of their grade. While grades are important, you can help students reflect on how they think they did on a particular assignment, and why. This self-reflection can help them understand why they earned a certain grade and how to improve their performance. Activities like an exam wrapper can solidify this process. Ask students to evaluate their own performance and their results. Students should compare their performance to their original goal, rather than comparing themselves to others. Reflect on the effectiveness of strategies used. Did they select an appropriate strategy? Did they follow through with the selected strategy? Students should be coached to not attribute failure to lack of ability. Help students manage their emotions, and in time, direct them toward productive lines of thinking about how they can improve their performance. Even if their outcome is not what they had hoped, they can still learn from the experience. A key part of this process is that students use this reflection to plan for the next task. How will they adapt their planning, strategy, time management, and self-monitoring? Becoming a self-regulated learner: Theory into Practice, 41 2 , Encouraging self-regulated learning in the classroom: A review of the literature.

## Chapter 4 : "Self-Regulated Learning: Just Another Buzz Word? | matthitude

*[this whole description needs to be re-written to take out the four part experiential learning cycle as the organizing framework for this pattern description, and frame more generally as alternating between phases of reflection and phases of action].*

Learning a new skill, language, or subject is possible any time or anywhere through any learning path and at any pace for learners of all ages. Students can personalize their learning experience according to their individual preferences and goal orientation. However, to achieve content proficiency, students must practice by themselves and effectively self-monitor their performance. Motivation, goal setting, and self-regulated strategies become particularly critical in self-directed learning. Over the past three decades in educational and psychological research, empirical evidence has shown that learners who are capable of regulating their own learning significantly enhance their learning outcomes. Because learning requires effort, successful learners must be able to sustain their motivation and persist over the learning process through self-regulation. The rising interest in online learning stimulates e-learning designers to recognize their responsibility in creating a more effective and impactful learning environment for all learners. E-learning platforms should empower students to strategically work through the learning via routes and methods that help them to acquire in-demand skills and insights and develop positive study habits so as to better prepare them for sustainable lifelong learning. Self-Regulated Learning Theory Barry Zimmerman, a distinguished professor emeritus of educational psychology at the City University of New York, and his colleagues have focused their research efforts on applying self-regulation to learning over the past two decades. Their self-regulated learning SRL model incorporates social cognitive theory that emerged from the work of Albert Bandura in Barry Zimmerman and Magda Campillo introduced the three cyclical phases of self-regulation, where the model makes use of continuous feedback cycles that consist of three phases: Within each phase, students can apply different strategies and effectively use feedback to improve their performance. Sustainable e-learning systems are dependent on competent self-regulated learners. This in turn allows students to assume full control and accountability for their learning. Motivating self-regulated problem solvers. Cambridge University Press The forethought phase: This is also known as a planning phase, where learners set achievable short- or long-term goals, choose strategies that best address a pursue those goals, and assess their beliefs and interest to the learning environment. The forethought phase includes: Goal setting and strategic planning Self-motivational beliefs: Learners implement strategies to make ongoing adjustments in order to progress towards their goals via self-monitoring and self-control. The performance phase includes: Task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences Self-observation: Metacognitive monitoring and self-recording The self-reflection phase: Learners evaluate the effectiveness of their strategies and examine their satisfaction on the learning tasks. Feedback from this self-reflection phase will then apply to the start of the next SRL cycle. The self-reflection phase includes: Self-evaluation, casual attribution Self-reaction: In this article, we will look at the design of two e-learning platforms, Duolingo and Codecademy, and use the three phases of self-regulation to determine how their UX and UI design supports self-regulated learning and empowers students to achieve their learning goals. Duolingo Duolingo is a free, online language-learning platform that was founded by Luis Von Ahn and Severin Hacker in According to its website, it has more than million registered users and offers 16 complete language courses for English and non-English speakers. Self-regulated learning theory proposes that learners must be self-directed, proactive, and in charge of their learning processes. A successful online-learning platform such as Duolingo must exhibit UX and UI design that demonstrates the three phases of self-regulation: Duolingo supports users by controlling their learning sessions and setting personal daily goals. Once a daily goal has been set, a progress panel links the expected outcome to goals, initiating a planning process by which learners choose a specific strategy for meeting the task demands. Duolingo During the performance phase of learning, the UX and UI design should engage learners in self-monitoring and self-control of their goals, strategies, and motivation. In the case of French, the nodes change their color from

gray not started to colors such as red, blue, and green progressing through the lessons , and finally to gold mastered all lessons for that skill. This illustrates the skill mastery process. A study from Pilar Munday showed that the feature of changing colors provides a visual cue that reminds students to monitor their self-efficacy by managing their strengths and weaknesses throughout the learning process. Moreover, Duolingo has a large group of supportive, language-savvy volunteers who are willing to assist others in learning. A novice language learner can easily seek assistance from a peer, to move forward with a task or to consult the appropriate resource for understanding a lesson. Duolingo During the self-reflection phase, the learners engage in self-evaluation regarding tasks they completed, examine their level of self-satisfaction, and use feedback to strengthen or preserve their forethought beliefs. Duolingo believes that content proficiency can be achieved through steady effort over a long period. Therefore, the skill tree decays with time the gold color returns to its previous color , reminding learners to review these skills regularly. In addition, a feature for strengthening skills encourages users to practice the words they have learned at any time. The progress bar, mastery color, and fluency score assist learners in evaluating how well they performed and whether they met the standard see Figure 4. This feedback from diverse sources assists learners in making decisions regarding how to successfully plan and complete similar tasks in the future. Skill tree with mastery status and fluency scores. The gold and red coloring eventually returns to its previous color, reminding students to practice the skills they have learned. Duolingo In addition, a few social elements in Duolingo contribute to the performance and self-reflection phases. Users also receive virtual currency, called lingots, when they complete a skill node. Duolingo uses a gifting mechanism, whereby users can reward each other with lingots in the Discussion area or use the currency in the lingot store. Codecademy Established in , Codecademy is an interactive learning platform for computer coding with courses in web development, APIs, and programming in Python, JavaScript, and Ruby. Over 25 million users have used its courses according to its website. This number is impressive compared with those of other MOOC sites such as Coursera 17 million and the Code School approximately one million. Users can build self-efficacy through brief tutorials called beginner-coding challenges which enable them to customize their learning paths while setting clear and achievable goals throughout the learning process. During the performance phase, course details such as an introduction to the lesson, the estimated course time, and prerequisites are displayed. Users are further motivated through self-consequences by receiving badges in recognition of accomplishments and through assistance from advisors that proactively removes obstacles and enables task advancement. During the self-reflection phase, users can self-reflect and evaluate performance through quizzes or knowledge checks. Through the assignment design, users may establish self-satisfaction by completing courses that end with completing real projects. In the following case study, we will highlight a few UX and UI design principles that facilitate the forethought phase in Codecademy. The message is that they can have the freedom to create any digital product and eventually find a real purpose in life. The Codecademy website includes a video on how Tommy Nicholas transformed his career. Codecademy offers short challenges of approximately 30 minutes before users commit to a longer course. Such challenges are suitable stepping-stones for future learning exercises because they deliver interesting, individual outputs and deconstruct the challenges into small tasks. Students are introduced to the course through brief coding-challenges. From a broad perspective, users must know that their learning materials are connected to their expected outcomes for example, learning to build a website or an app, whether the product is static or dynamic. Codecademy satisfies the high-level goals of different users by combining learning modules into a learning path, each with precise outcomes and trackable progress. Learning is a Click Away Through the Internet, learning a new skill, language, or subject is only a click away for anyone. A more accurate learning performance can further educate learners to use feedback to master the skills and pursue their goals. Over a period of time, learners will be more competent in setting their goals and assessing their effectiveness of strategies and performance via feedback, and ultimately succeed in learning. April, in Design for Learning Cheng, R. User Experience Magazine, 16 2.

## Chapter 5 : What is Self-Regulated Learning?

*The Reflective phase starts on the first day of the cycle, which is the first day of bleeding\*. This is your cycle's Winter time. \*There have been studies that show the first day can actually be several days before bleeding as the uterus sheds internally, followed by the release of blood.*

Johns [ edit ] Adaptation of the Johns reflective model Professor of nursing Christopher Johns designed a structured mode of reflection that provides a practitioner with a guide to gain greater understanding of his or her practice. Johns draws on the work of Barbara Carper to expand on the notion of "looking out" at a situation. It also helps us detect hegemonic assumptions—assumptions that we think are in our own best interests, but actually work against us in the long run. Our autobiography as a learner. Our autobiography is an important source of insight into practice. As we talk to each other about critical events in our practice, we start to realize that individual crises are usually collectively experienced dilemmas. Analysing our autobiographies allows us to draw insight and meanings for practice on a deep visceral emotional level. But often we are surprised by the diversity of meanings people read into our words and actions. We have to make learners feel safe. Our colleagues serve as critical mirrors reflecting back to us images of our actions. Talking to colleagues about problems and gaining their perspective increases our chance of finding some information that can help our situation. Theory can help us "name" our practice by illuminating the general elements of what we think are idiosyncratic experiences.

Application[ edit ] Reflective practice has been described as an unstructured or semi-structured approach directing learning, and a self-regulated process commonly used in health and teaching professions, though applicable to all professions. Professional associations such as the American Association of Nurse Practitioners are recognizing the importance of reflective practice and require practitioners to prepare reflective portfolios as a requirement to be licensed, and for yearly quality assurance purposes. Hadiya Habib assert that there is one quality above all that makes a good teacher -the ability to reflect on what, why and how we do things and to adopt and develop our practice within lifelong learning. Reflection is the key to successful learning for teachers and for learners.

Students[ edit ] Students can benefit from engaging in reflective practice as it can foster the critical thinking and decision making necessary for continuous learning and improvement. Students who have acquired metacognitive skills are better able to compensate for both low ability and insufficient information.

Teachers[ edit ] The concept of reflective practice is now widely employed in the field of teacher education and teacher professional development and many programmes of initial teacher education claim to espouse it. Reflecting on different approaches to teaching, and reshaping the understanding of past and current experiences, can lead to improvement in teaching practices. It is argued that, through the process of reflection, teachers are held accountable to the standards of practice for teaching, such as those in Ontario: The references used may be made clearer with a different or consistent style of citation and footnoting. References in this section should be converted to citation templates to follow the same citation style as the rest of article, per WP: January Learn how and when to remove this template message For students to acquire necessary skills in reflection, their teachers need to be able to teach and model reflective practice see above ; similarly, teachers themselves need to have been taught reflective practice during their initial teacher education, and to continue to develop their reflective skills throughout their career. However, Mary Ryan has noted that students are often asked to "reflect" without being taught how to do so, [40] or without being taught that different types of reflection are possible; they may not even receive a clear definition or rationale for reflective practice. Andrea Gelfuso and Danielle Dennis, in a report on a formative experiment with student teachers, suggest that teaching how to reflect requires teacher educators to possess and deploy specific competences. Due to this complex and continually changing environment, healthcare professionals could benefit from a program of reflective practice. They noted that the evidence to support curricular interventions and innovations promoting reflective practice remains largely theoretical. Increased learning from an experience or situation Promotion of deep learning Identification of personal and professional strengths and areas for improvement Identification of educational needs Acquisition of new knowledge and skills Further understanding of own beliefs, attitudes and values Encouragement of

self-motivation and self-directed learning Could act as a source of feedback Possible improvements of personal and clinical confidence Limitations to reflective practice include: However, the authors noted the challenges with melding the "circularity" of reflective practice theory with the "doing" of sustainability. Managing a team of people requires a delicate balance between people skills and technical expertise, and success in this type of role does not come easily. Reflective practice provides leaders with an opportunity to critically review what has been successful in the past and where improvement can be made. Reflective learning organizations have invested in coaching programs for their emerging and established leaders. Adults have acquired a body of experience throughout their life, as well as habits of mind that define their world. The goal is for leaders to maximize their professional potential, and in order to do this, there must be a process of critical reflection on current assumptions. It allows professionals to continually update their skills and knowledge and consider new ways to interact with their colleagues. David Somerville and June Keeling suggested eight simple ways that professionals can practice more reflectively: Ask "Can you give me some feedback on what I did? Identify positive accomplishments and areas for growth View experiences objectively: Imagine the situation is on stage and you are in the audience Empathize: Say out loud what you imagine the other person is experiencing Keep a journal: Record your thoughts, feelings and future plans; look for emerging patterns Plan for the future: Plan changes in behavior based on the patterns you identified Create your own future: Combine the virtues of the dreamer, the realist, and the critic.

### Chapter 6 : Learning theories in practice/Self-Regulated Learning - Wikiversity

*Your menstrual cycle begins with your period. What is going on in your body and in your mind during this phase? What are your strengths and weaknesses?*

Reflective Observation Experiential learning theory is firmly entrenched in social constructivism. This means that the process of reflection has an embedded aim- the recognition by the learner of the interconnectedness between herself and the everyday world as well as the awareness that learning, worldviews, and experiences are socially constructed. This kind of learning, however, is not smooth or without challenges. A core assumption of experiential learning theory particularly in its relation to transformative learning theory is that the social world, as it exists and functions, is in relation to us and not independent from us. In fact, Brookfield maintains that there are 3 stages in reflective thinking: Much of the theorization around this process has been an attempt to move away from a sequential and deterministic approach to learning. This approach may be thought of as: Typically, this process involves describing details of the experience such as what was observed by the learner, how the learner felt, what were some of the challenges the learner faced, etc. The outcome of reflective observation is the attribution of individual meaning and interpretation onto the experience. For this reason, the facilitation of this stage focuses primarily on getting students to describe, observe, question, and interpret their experience. This becomes the distinction between incidental learning and the kind of intentional learning we hope to facilitate with students. So then, we might ask why it is that there is such a strong emphasis on reflection in order to facilitate learning? This process, in and by itself does not realize the full potential of learning as it does not facilitate the learner to challenge her assumptions or generate a greater level of abstraction in her thinking, amongst other factors. We will now briefly discuss some of the contributions made to extending this stage by other scholars. This work on reflection echoes many of the critiques which ask for more attention to the socialized nature of individual experience. Briefly, reflection-in-action conveys the ongoing, improvised problem solving which takes place during the experience as well as immediate reaction and meaning-making. Reflection-on-action, however, takes place at a point-in- time after the experience. Reflection-in-action creates room for experiences of all kinds, particularly our everyday settings and interactions. Critical reflection is an intentional form of reflection that can begin even one step prior to the experience itself. This means that critical reflection can be used to prepare the students for the experience. When engaged in critical reflection as Schon envisioned, learners question not just how they felt or behaved in the situation but as well problematize the situation itself with questions about the nature of the experience and the process. In the ideal realization of the cycle, learners will be able to cultivate the capacity to engage in the process of critical reflection independently. Reflection-in-Action Reflection takes place during the experience. It is ongoing and improvised in nature.

**Chapter 7 : The Reflective Phase**

*The Cycle Of Reflective Teaching by Pete Hall and Alisa Simeral The authors of this post, Pete Hall (@educationhall) and Alisa Simeral (@AlisaSimeral), will be the guest experts on ASCD's next #ASCDL2L Twitter chat, Tuesday, June 2 from 8 - 9 p.m. ET.*

Barry Zimmerman Barry Zimmerman Barry Zimmerman, a Distinguished Professor Emeritus of Educational Psychology and Head of Learning, Development, and Instruction at the Graduate School and University Center of the City University of New York, has conducted extensive research and written more than articles and professional papers on how people regulate their attitudes and behaviors, with an emphasis on learning situations. What does that mean, in simple terms? As students progress through high school and college, they are expected to take greater responsibility for their own learning and its application to academic success. Unfortunately, many do not. Many, many students have not been taught the metacognitive skills needed to succeed in demanding academic and learning settings. Zimmerman is a pioneer of self-regulated learning SRL theory, which details how this works. Over the past 20 years, Zimmerman and his colleagues have focused their efforts on applying self-regulation to the academic achievement challenges faced by many underprepared high school and college students. The SRL model incorporates advances in cognitive science to help teachers engage their students more fully in the learning process. The theory of action is this: Here is an illustration. During the planning phase, students learn to more accurately assess their academic situation and choose strategies that best address a specific learning challenge. They also set achievable short- and long-term goals. During the practice phase, learners implement the selected strategies and make ongoing adjustments to their plan as they self-monitor their progress. Last, during the evaluation phase, students evaluate the effectiveness of each strategy in helping them achieve their goals. Feedback from the evaluation phase is then applied to the start of the next SRL cycle. An example of how SRL changes the instructional process but not the content of the course is illustrated in the use of quizzes. In a recent National Science Foundation NSF funded study, Zimmerman and his colleagues designed classroom quizzes administered to students in an engineering technology course. These quizzes provided more detailed and useful feedback opportunities for students to self-monitor and evaluate their work. Before answering each quiz question, students were asked to estimate how confident they were that they could correctly answer the question their self-efficacy and metacognitive estimates. After completing the problem, students were asked to make yet another confidence estimate about the quality of their answers. When the quizzes were returned to the students, they were given an opportunity to earn additional credit by completing a self-reflection exercise that requires them to think about the differences between their two confidence estimates and their performance. Students were then encouraged to identify the academic strategies they needed to modify or adjust, and then they attempted to solve a similar problem using these revised learning strategies. Finally, the students evaluated how well they were doing. Teachers were shown how to incorporate these feedback cycles into their instructional practices. The research evidence confirms that SRL procedures provide students with additional feedback and enable them to become more self-reflective and evaluative, two key elements of the SRL model. Using SRL in the classroom demonstrates that students become more engaged in their learning and achieve strong gains in learning, and the use of self-regulatory processes has strong correlations with high academic achievement and performance on standardized test scores. Few students are prepared to use self-regulatory processes independently, and as a result, most are unable to take full control and accountability for their learning. But self-regulation can be taught and learned to increase the motivation and achievement of all students. Parents and educators can help to instill self-regulatory processes in students in many ways. This begins with encouraging students to create specific goals for their work and to measure their progress against those goals. When students face a new task, it is beneficial for them to evaluate their skills and estimate their ability to complete it. When they can gauge this accurately, they are more likely to understand what needs to be done to complete the task successfully, and whether or not they need to seek help. Then, when students are ready to do the work, they benefit from having choices, such as the specific tasks they will complete to learn a concept or the strategies

they will use to complete a difficult assignment. This all means that students are most likely to succeed when they have control and accountability over their learning. By Professor Howard Everson, Ph. A century of contributions. Self-regulated learning and academic achievement: Theoretical perspectives 2nd ed. From teaching to self-reflective practice. Self-regulation involves more than metacognition: Educational Psychologist, 30 4 , Impact of self-regulatory influences on writing course attainment. American Educational Research Journal, 31, Dimensions of academic self-regulation: A conceptual framework for education. Issues and educational applications pp.

**Chapter 8 : Models in Self-Regulated Learning (SRL) – Journey in the Arctic**

*Phase 3. Self-reflection* – This phase involves reflection after the performance, a self-evaluation of outcomes compared to goals. We have to ask students to consider the following.

Phases of Self-Regulation Three cyclical phases seem to emerge in the acquisition of self-regulation skills. Realistic expectations can make the task more appealing. Goals must be set as specific outcomes, arranged in order from short-term to long-term. We have to ask students to consider the following: When will they start? Where will they do the work? How will they get started? What conditions will help or hinder their learning activities are a part of this phase? Maria, for example, must be helped to think about her algebra homework and reflect on what she can do to be more successful. Is there a better time or place to do her homework? Should she begin it in school with her friends who are doing better than she is in algebra? Should she plan to spend at least five minutes on a problem before giving up and moving on? Should she have a friend standing by to help either in person or on the phone a study buddy? Should she ask for a tutor? Performance control – This phase involves processes during learning and the active attempt to utilize specific strategies to help a student become more successful. Are students accomplishing what they hoped to do? Are they being distracted? Is this taking more time than they thought? Under what conditions do they accomplish the most? What questions can they ask themselves while they are working? How can they encourage themselves to keep working including self-talk – “come on, get your work done so you can watch that television show or read your magazine! Maria, for example, has to consider her performance in math as opposed to other content areas. When frustration increases, should Maria stop and take a break? Should she do her math homework first in the afternoon, rather than putting it off until later in the evening? Should she have background music or work in silence? She is supposed to be using and considering the success or failure of some of the strategies she has thought about in phase 1. Self-reflection – This phase involves reflection after the performance, a self-evaluation of outcomes compared to goals. Did they accomplish what they planned to do? Were they distracted and how did they get back to work? Did they plan enough time or did they need more time than they thought? Under what conditions did they accomplish the most work. Did calling a friend who was doing algebra homework at the same time by prearranged planning make a difference? Did setting a minimum time frame help? Did praising oneself aloud during this time have a positive impact? All right, I did it!! Yes, I solved that problem!! The development of good self-regulation usually involves the following: Self-observation – systematically monitoring own performance; keeping records is a big part of this!! Self-judgment – systematically comparing performance with a standard or goal e.

## Chapter 9 : Phase 3: Self-Reflection – SRL

*This is where Gibbs' Reflective Cycle is useful. You can use it to help your people make sense of situations at work, so that they can understand what they did well and what they could do better in the future.*

Points of Interest - collection 1 May 4, Intensive Program of Growth in a Cluster – expansion, consolidation, reflection and planning phases of a three-month cycle of activities Sustained endeavour on the part of the individual, the community and the institutions to accelerate the institute process in a cluster, while contributing to its movement from one stage of development to another through well-proven means, culminates in the launching of an intensive programme of growth As currently conceived, an intensive programme of growth is straightforward, simple and effective, but implies a level of exertion that tests the resolve of the friends. Conforming well to the vision we presented five years ago, it employs a few measures that have proven to be indispensable to large-scale expansion and consolidation. Expansion phase The expansion phase, often a period of two weeks, demands the highest level of intensity. Its objective is to widen the circle of those interested in the Faith, to find receptive souls and to teach them. Although this phase might include some element of proclamation, it should not be seen as a time to hold a few events for this purpose or to undertake a set of activities that merely convey information. Experience suggests that the more closely teaching approaches and methods are aligned with the capacity acquired from the study of the institute courses the more rewarding the results. Plans being devised for this phase invariably involve the implementation of carefully designed teaching projects and campaigns of home visits and firesides, often through the mobilization of teaching teams. The pattern of expansion that unfolds, however, varies from cluster to cluster. Where the population has traditionally shown a high degree of receptivity to the Faith, a rapid influx of new believers is to be expected. In one cluster of this kind, for example, the goal of enrolling fifty souls over a three-week period in a locality was surpassed by the second day, and the team wisely decided to end the expansion phase in anticipation of activities related to consolidation. One of the primary objectives of this next phase is to bring a percentage of the new believers into the institute process so that an adequate pool of human resources will be available in future cycles to sustain growth. Those not participating in study circles are nurtured through a series of home visits, and all are invited to devotional meetings, to the celebration of the Nineteen Day Feast and to Holy Day observances and are gradually introduced to the patterns of community life. Not infrequently, the consolidation phase gives rise to further enrolments as the family members and friends of new declarants accept the Faith. Consolidation phase In other clusters, enrolments during the expansion phase may not be high, especially in the first few cycles, and the goal is to augment the number of those willing to participate in core activities. This, then, defines the nature of the consolidation phase, which largely involves nurturing the interest of seekers and accompanying them in their spiritual search until they are confirmed in their faith. To the extent that these measures are vigorously followed, this phase can generate a considerable number of enrolments. It should be noted, however, that as learning advances and experience is gained, the ability not only to teach responsive souls, but also to identify segments of the general population with heightened receptivity, develops, and the totality of new believers increases from cycle to cycle. Its principal feature is the reflection meeting-as much a time of joyous celebration as it is of serious consultation. Careful analysis of experience, through participatory discussions rather than overly complex and elaborate presentations, serves to maintain unity of vision, sharpen clarity of thought and heighten enthusiasm. Central to such an analysis is the review of vital statistics that suggest the next set of goals to be adopted. Plans are made that take into account increased capacity in terms of the human resources available at the end of the cycle to perform various tasks, on the one hand, and accumulated knowledge about the receptivity of the population and the dynamics of teaching, on the other.