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advise on

THE KEY TO SELF- REGULATED LEARNING

A SYSTEMATIC APPROACH TO
MAXIMISING ITS POTENTIAL

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EXECUTIVE SUMMARY

Why has all the research into the importance of self-regulated learning not led to significant improvements in practice in English language teaching? After all, it is well-known that the ability to self-regulate not only benefits learning outcomes but also goes beyond the classroom into working life in general. What is more, the majority of teachers and those in school management recognize how important self-regulated learning is and they strive to teach their students the necessary skills. However, this approach has met with only limited success. The reason for this would seem to be two-fold: firstly, not everyone is clear about what self-regulated learning is, and secondly, not everyone knows how best to put it into practice across their school or institution.

This paper firstly looks at the meaning of self-regulated learning and then moves on to discuss how the wider educational context affects how well it is implemented. This leads into a framework which can be used to help teachers develop self-regulated learning with their students and teaching institutions to create a sustainable self-regulated learning plan. Finally, the paper looks at how the whole school or institution can work together to successfully build self-regulated learning into the curriculum, assessment, and daily life which will have a lasting beneficial impact upon students.

The key messages in this paper are:

Students can become confident, successful, lifelong learners by actively improving their ability to regulate their own learning. This can only be achieved by meeting these three needs:

- Teachers need to take a systematic approach to developing their students' self-regulation skills and provide structured support.
- There has to be collaboration between school leaders and teachers across subjects to ensure a consistent approach.
- The institution needs to deliberately embed self-regulated learning into its curriculum, assessment, and school management processes.

This paper provides a practical framework to help teachers and the school as a whole to make self-regulated learning successful and sustainable in the long term.

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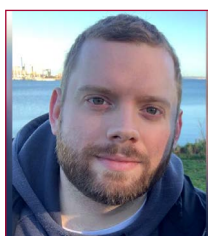
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INTRODUCTION

Self-regulation, or the ability to monitor and regulate behaviour in the pursuit of one's goals, is the foundation to many positive life outcomes, such as health, wellbeing, social standing, and financial security.¹ In education, too, the ability to engage in self-regulated learning (SRL) has been shown to have a significant impact on lifelong educational and professional outcomes in general,² and language learning specifically.³ However, this ability does not come easily. It needs to be nurtured over a period of years, ideally throughout a learner's educational life (for example, from the primary to the secondary and tertiary levels) as well as across different subjects.⁴ This process is often hampered by the significant differences in the ways in which SRL is understood, taught, and supported, if indeed it is at all. These differences exist not only between educational sectors and individual schools but also between teachers within the same organization. One of the main causes of these differences is the inconsistent integration of SRL across the curriculum.

The primary purpose of this paper, therefore, is to propose a framework (henceforth referred to as 'the Framework') for implementing and integrating the development of SRL, which will help teachers and learners and their wider context. This requires a consideration of how schools, universities, training

centres, and the departments within them (such as faculties, year groups, and self-access centres) establish their pedagogical aspirations. In addition, there is a need to consider the ways in which they balance these aspirations with the regulatory, administrative, and other requirements and constraints under which they operate.

Successful implementation of SRL also requires an appreciation of the importance of the interrelationships between an organization and its stakeholders—its leaders, teachers, administrators, support staff, parents, and the wider community. It is only if the different parts of the organization understand each other's needs and work towards shared goals that the integration of SRL across the curriculum is possible. Thus, this paper addresses two broad audiences: (1) teachers working directly with learners and (2) those working in management and leadership (recognizing that in many cases both of these roles are played by the same person).

The Framework will be introduced in three parts. In the first part, readers are guided through a process of identifying needs, wants, strengths, and weaknesses; goal setting; and monitoring of progress (itself an example of a self-regulatory cycle) from two perspectives: that of the individual teacher and that of the wider organization.

The second part of the Framework concerns the pedagogical implementation of SRL. This involves looking at ways to encourage learners to self-regulate, and to support them in developing the skills necessary for identifying learning needs; these include setting broad goals, making specific plans, regulating tasks, and engaging in self-assessment.

The third part of the Framework considers how the practices at the organizational and the pedagogical level can be integrated. For example, one teacher's insights into the process of implementing self-assessment may have implications across their organization. These could range from highlighting the need for further staff development on the topic to a re-evaluation of the organization's testing practices. It is this 'closing of the loop' that helps to create long-term sustainable practices around the implementation of SRL.





01

DEFINITION AND EXAMPLES: WHAT IS SELF-REGULATED LEARNING?

Self-regulated learning involves 'how learners cognitively, motivationally and behaviorally promote their own academic achievement'.⁵ It involves planning their learning, using several **learning strategies** to improve their understanding and persisting in their learning. Self-regulated learning (SRL) is first and foremost about the learner taking an active role in their own learning process.

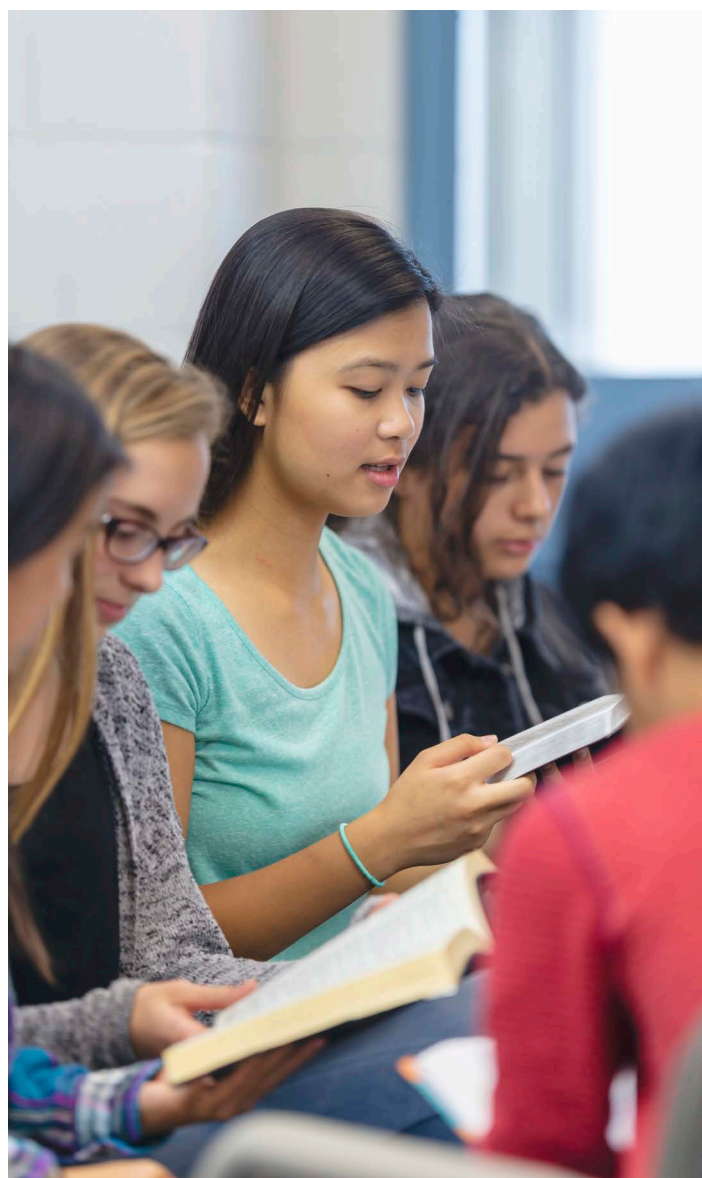
As we can see from the excerpt below, Surendra employs these different aspects of self-regulated learning.

Surendra is in his final year at Peace High School and is hoping to go to university to study engineering. He has been struggling with his English presentation skills, finding it difficult to come up with interesting topics and describe them clearly. He decides to watch Ted Talks on YouTube while reading along with their transcript, underlining key words and taking notes on how the presenter structures their talk. He then records himself as he presents a summary of the topic. He watches the recording and compares it with the original presentation. At first, it takes him a long time to prepare, and his speech is not very clear, but he tells himself that such a difficult skill takes time to develop so he keeps trying. After a few weeks, he starts to see an improvement and rewards himself with a nice meal with friends.

Students learn better and faster because they are actively designing their learning process, rather than passively following the teacher's instructions. Also, they can learn at their own pace and convenience.

Markus Dietz

Language and Communications Trainer,
GERMANY



The study of SRL grew out of more general efforts to study human self-control or **self-regulation**, and has clearly demonstrated its importance to educational success. In 2012, Zimmerman, often recognized as the founder of SRL research, summarized: 'Students who set superior goals, proactively monitor their learning intentionally, use strategies effectively, and respond to personal feedback adaptively not only attain mastery more quickly, but also are more motivated to sustain their efforts to learn'.⁶ In a landmark study in 1986, Zimmerman and Pons observed that 'self-regulated learning measures proved to be the best predictor of standardized achievement test scores'⁷—significantly more so than any other factor. It is perhaps not surprising that SRL has received a great deal of attention in educational research since then.

WHY IS IT IMPORTANT?

Beyond its direct impact on academic success, SRL is also key to many aspects of current concern in education. **Critical thinking**, for example, presupposes that learners are able to engage in self-observation and to reflect on how they think about new information. The development of **digital literacies** similarly requires learners to monitor how they interact with online content. SRL is also fundamental to the notion of **lifelong learning** (which takes place throughout a learner's life) and **lifewide learning** (which takes place across a learner's life, in different settings and spaces).⁸ Without the ability to motivate oneself, identify learning needs, or self-assess, an individual is less likely to learn or be successful outside formal education. In other words, instruction that aspires to prepare students for future learning will benefit from incorporating the development of SRL. This applies in particular to a skills-based domain such as language learning, where even during formal education, a great deal of practice and engagement with the target language (for example, extensive reading and listening) is required. The link between SRL and language learning success has therefore also been clearly demonstrated.⁹

One of the greatest contributions teachers can make to lifelong and lifewide learning is to develop self-regulated learning skills.

HAYO REINDERS

ISSUES WITH IMPLEMENTATION

One of the key observations from research is that learners of all ages can and do manage aspects of their learning, but that this ability can be significantly enhanced through instruction. If teachers encourage, model, monitor, and reward SRL, students will gain the ability to manage their own learning. Related to this, the educational environment also has a significant impact on learners' ability to engage in and develop SRL skills. On the other hand, failing to encourage self-reflection or removing choice through highly prescribed materials and activities

will impact negatively on learners' ability to develop in this area.

A final point to make is that SRL operates at different levels of learning. At a macro level, self-regulated learners make decisions about their needs and goals, and monitor their overall progress throughout a semester, for example. At a micro, or task, level, self-regulation involves making strategic choices about how to approach a task, how to observe progress, and how to adjust learning behaviours during learning. Operating at these different timescales requires various skills on the part of the learner.

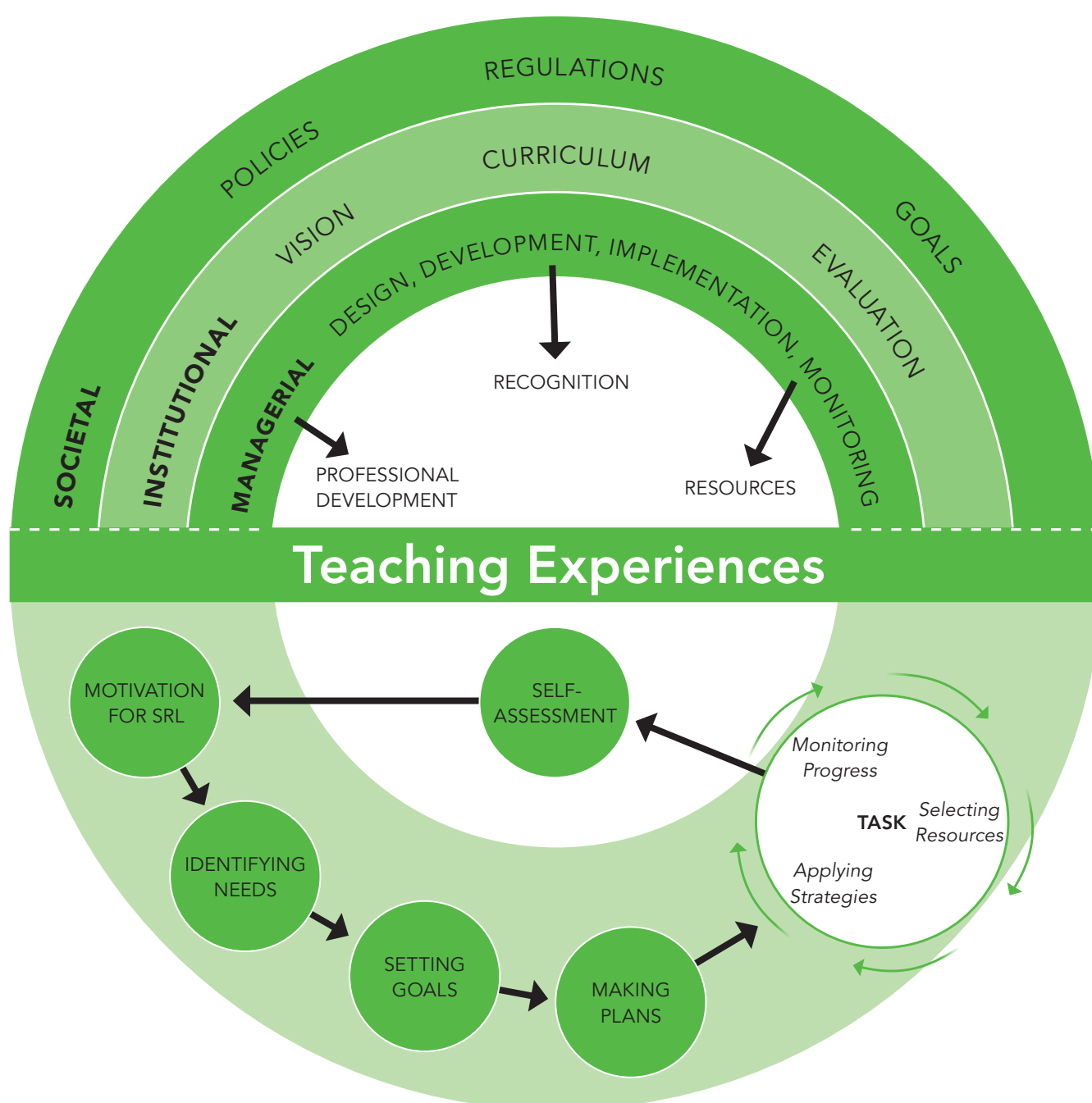


Figure 1. The self-regulated learning framework

INTRODUCING THE FRAMEWORK

The Framework shown in Figure 1 is designed to enable the user to visualize how all the parts of an organization are involved in the implementation of SRL. In the top left of the Framework, you can see the details of the societal, institutional, and managerial forces that affect what happens in teaching. The societal force incorporates policies, regulations, and goals; the institutional force incorporates vision, curriculum, and evaluation, and the managerial force incorporates design, development, implementation, and monitoring. These three forces influence the professional development of teachers, recognition of self-regulated learning, and resources available.

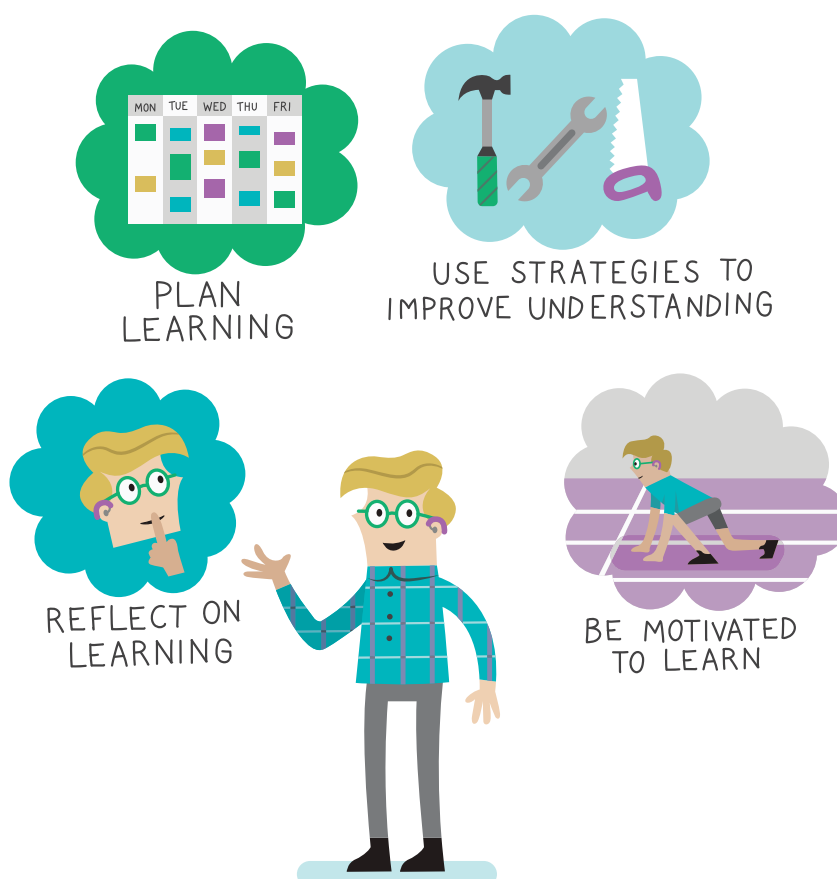
The bottom half of the diagram focuses on experiences at the pedagogical level. These teaching experiences also inform and potentially shape what happens on societal, institutional, and managerial levels (as shown by the upward arrows). The elements in the bottom half show the cyclical process from motivation for SRL through to identifying needs, then setting goals and making plans. After that, learners select resources, apply strategies, and monitor progress in an ongoing process that leads to self-assessment. This in turn leads to greater motivation for SRL.

A vital point to recognize is that both halves of the diagram have to work together for successful integration of SRL. In this way, the Framework can act as a blueprint, helping different stakeholders to 'see the bigger picture' and, as a result, better navigate towards a shared goal.

In the next two sections of this paper, ideas are offered for how processes and practices can be improved at both of these levels. In the final section, we look at how experiences from both levels can be shared and aligned. This 'closing the loop' enables mutual understanding and collaboration.

SUMMARY

Research has shown that SRL has many benefits for learners. It has also shown that learners can be supported in developing the necessary skills to successfully regulate their own learning. In practice, however, there remain significant challenges to this. The Framework shows the many different influences on the successful integration of SRL in an educational context.



02

FRAMEWORK PART I: HOW SRL RELATES TO SCHOOLS AND OTHER ORGANIZATIONS

The implementation of SRL can happen at multiple levels simultaneously. For example, in some contexts, teachers may work directly with learners to develop relevant skills for self-regulation. Heads of department may organize professional learning opportunities for teachers and appraise them in part based on their ability to develop students' SRL. Central management may include aspects of SRL in the curriculum outcome statements and in its 'key performance indicators'. This can be seen in Figure 2 below.

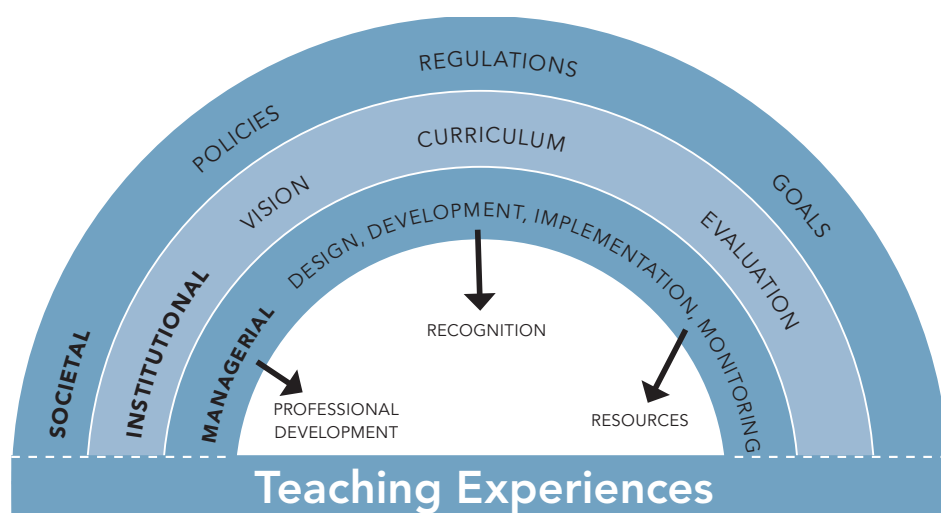


Figure 2. The context for SRL

In an environment that is supportive of the development of SRL, people at all levels are aware of what others do, and work together to achieve common goals. Activities at one level relate to and support activities at other levels. Ideally, there is a clear understanding of what everyone is trying to achieve; progress towards shared outcomes is carefully monitored. In essence, an organization that is successful in implementing SRL will first need to engage in a self-regulatory process. Some organizations are further developed in this regard than others. The model shown in Figure 3 is based on Mishra

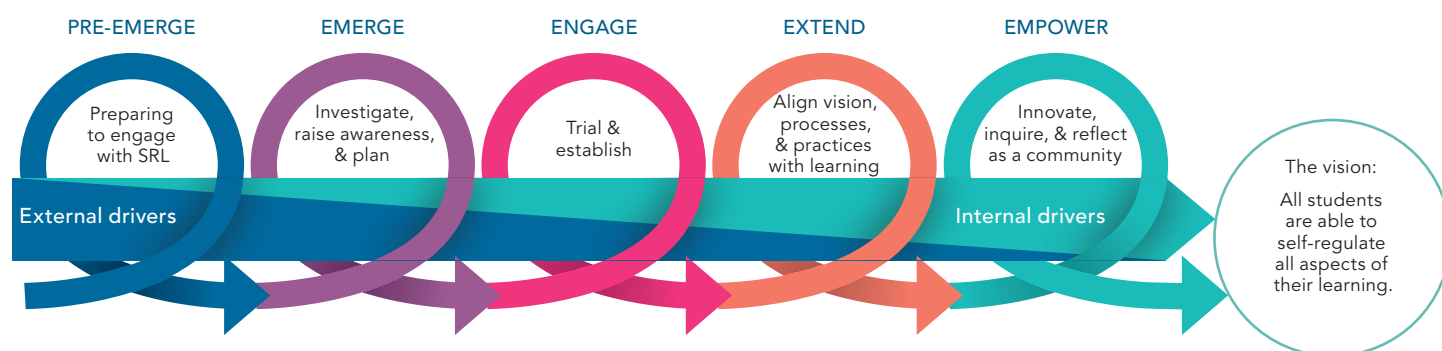


Figure 3. Levels of implementation of SRL (Mishra & Koehler, 2006)

and Koehler's (2006) teacher knowledge framework; it ranges from 'pre-emerging' to 'empowering' in the development of SRL.

It is important to recognize that different levels of the organization may be at different stages. For example, an expert teacher may be 'extending' their practice, but the wider organization may be at the 'emerging' stage. Similarly, higher levels within an organization (for example, central management) may believe they operate at a certain stage, but lower levels (for example, individual departments) may feel insufficiently ready or prepared. In the rest of this section, we will offer descriptions of the three key levels of emerging, engaging, and empowering, as they relate to different aspects in the implementation of SRL. These descriptions are given both for individual teachers and for the entire organization.

UNDERSTANDING NEEDS AND WANTS

The first step in determining the place of SRL in the curriculum is to look at national, local, or qualification-specific policies and regulations. These often make recommendations or impose requirements on organizations and individual teachers about what and how they teach. This in turn may impact students' ability to self-regulate. Often, these policies do not use the word 'self-regulation'. For example, in Japan, there is a strong emphasis on 'active learning' in national education policies. These policies do not just relate to levels of task engagement, but also to learners' ability to actively manage their learning by setting goals and monitoring progress. Similarly, the Thai national curriculum talks about the importance of 'autonomy', which, as we saw in the previous chapter (see page 7, note 9), is closely related to the topic of SRL. Apart from the different terminology used, often such high-level documents do not clearly define the terms. In other words, they often require a degree of interpretation at the level of an individual organization. Table 1 contains some questions that can help to start this process of identifying needs and wants, from the perspective of both the organization and the teacher.

Students are guided to set goals and monitor their own learning performance. This helps them to take responsibility and to use the knowledge to improve.

Sandra Martin Gonzalez, Teacher, SPAIN

In addition to fulfilling certain educational requirements, teachers and their organizations have their own ideas about what successful education looks like, including the role of SRL. Intentions around developing learners' self-regulation skills are often implied in vision statements such as 'preparing our learners for lifelong learning', or 'equipping learners with critical thinking skills' (both of which require learners to self-regulate). What such intentions mean in practice is often less clear, however. As Saanvi's experience shows, it can be necessary to make a concerted effort to communicate institutional objectives in a way that is easily understandable to the various stakeholders.

Saanvi is an English teacher at Peace High School. The school's mission statement is 'Future Ready', but Saanvi realized that many people did not know exactly what that meant. Saanvi studied for a master's degree; as part of her course, she investigated teachers', administrators', parents', students', and managers' understanding of the mission statement, which turned out to be both limited and very different from one person to the next. Over a period of several weeks, she brought in guest speakers who were experts on relevant topics, and followed up with discussions among staff about how the ideas could be implemented across the curriculum. This really helped: staff reported a much better understanding of the school's aspirations.

Saanvi’s experience demonstrates the importance of establishing what your organization’s aspirations are for developing SRL, if any. Are they made explicit, or are they implied? To what extent are they aligned with teachers’ beliefs about language learning and teaching?

The ideas in Table 1 below will help you assess your level of understanding of needs and wants, both as an organization and as an individual teacher. Each assessment is followed by a number of reflective prompts.



Understanding Needs and Wants			
	Emerging	Engaging	Empowering
<div>Organization</div> <div> <div></div> <div>Prompts</div> <ul style="list-style-type: none"> Where in our regulatory frameworks is terminology related to SRL mentioned, if at all? Are examples given? Are specific recommendations or requirements for its implementation mentioned? Do we have a clear vision of the role of SRL? Are regulations, along with our vision, integrated into organizational policies in some way, or embedded in curriculum outcomes? Is this communicated to all stakeholders, in particular to teachers? How? Are teachers involved in the development and implementation of a shared vision? </div>	We need to investigate relevant policies and regulations. We need to develop our aspirations.	We actively monitor policies and regulations. We consider these in our planning. We have a vision for SRL that is communicated to staff.	All staff are aware of policies and regulations. All staff collaborate to implement them. All staff are involved in the development of a vision, and collaborate to implement this.
<div>Teacher</div> <div> <div></div> <div>Prompts</div> <ul style="list-style-type: none"> What is your understanding of the organization’s requirements to include SRL? And its vision? If you are unsure, ask colleagues. If no consensus exists, and if you are in a position to do so, raise this with your managers or discuss it at a staff meeting. What are your own aspirations regarding SRL? What do you do at a practical level to achieve these? How does this compare with what your colleagues do? </div>	I need to investigate relevant policies and regulations.	I actively consider how relevant policies and regulations impact my teaching.	I support colleagues, including my managers, to understand and implement relevant policies and regulations.

Table 1. Understanding needs and wants

UNDERSTANDING STRENGTHS AND WEAKNESSES

Once you have a picture of your organization’s needs and wants, the next step is to determine what resources you can build on. These include:

- prior experiences (positive or negative) and the insights they provided
- successful current practices
- particularly experienced and/or motivated staff
- useful teaching or learning materials
- sources of time and funding
- sources of inspiration and good practice outside of the school.

Many organizations have poor **institutional memory**, that is, the ability to learn from previous experiences (often because there is little communication between different teams/parts of the organization). Therefore, the first step is to locate any prior projects that may have been carried out, along with any reports or evaluations, and the outcomes of any action taken. Of course, additional information may be found in documentation that does not explicitly report on SRL. For example, a four-yearly audit carried out by the Ministry of Education may include relevant comments on SRL or related practices and policies. Be aware when looking for relevant prior experiences that these may not include the words ‘self-regulation’, but instead such terms as ‘autonomy’, ‘active learning’, ‘independence’, ‘learning/learner strategies’, and ‘self-direction’.

Understanding Strengths and Weaknesses			
	Emerging	Engaging	Empowering
<div>Organization</div> <div> <div>Prompts</div> <ul style="list-style-type: none"> • Where is information about previous projects stored at the different levels of the organization? What about other documentation, such as evaluations, that may provide insight into our SRL practices? • How is the information disseminated to staff? • How are feedback and ideas elicited from staff? • Where is information about relevant resources (for example, funding opportunities, materials banks) collected and maintained? </div>	We need to investigate current and previous practices.	We have insight into current and previous practices at our level (for example, teaching team, department, faculty of the organization). We have insight into some of the strengths and weaknesses of these practices.	All staff are aware of, and regularly informed about, relevant practices across the organization. Successes are shared along with lessons for future improvement. We have a clear picture of our strengths and weaknesses.
<div>Teacher</div> <div> <div>Prompts</div> <ul style="list-style-type: none"> • What SRL-related initiatives have been carried out before? What is currently happening? • What worked and what did not? • How can I augment my own skills and/or teaching practices to overcome some of the previously identified obstacles? • How can I share my experiences with others? </div>	I need to investigate relevant policies and regulations.	I need to investigate current and previous practices.	I am fully informed about all relevant practices from across the organization. I have good insight into our strengths and weaknesses. I know how these relate to my own practices.

Table 2. Understanding strengths and weaknesses

The aim here is not to assign blame for previous failings (if any) but instead to answer such questions as those listed in Table 2: ‘What worked and what did not?’, and ‘Why?’. Such questioning can help to develop a comprehensive picture of the organization’s activities in this area, and to identify any pockets of strength. It is equally important to establish why previous activities may not have been successful. What were the obstacles? Was it a lack of time? Was there a lack of staff development? Were there institutional barriers? Consider whether these obstacles are still in place and, if so, how they can be minimized before launching new initiatives.

SETTING GOALS AND MEASURING PROGRESS

Successful organizations set **SMART goals**¹⁰. ‘There’s a SMART Way to Write Management’s Goals and Objectives’. *Journal of Management Review*, 70, 35-36.) (S = specific, M = measurable, A = achievable, R = Relevant and T = time-bound) to implement their vision. This means developing specific actions, programmes, and projects that align with the implementation of SRL. Successful organizations also monitor progress towards achieving those goals and communicate their findings with staff.

Table 3 offers some reflective prompts to help you identify the level at which you and your organization are operating.

SUMMARY

The implementation of SRL is subject to many requirements, such as those imposed by the government or accrediting bodies. In addition, individual organizations have their own ideas of what the role of SRL should be in the curriculum. To best align these two, this chapter recommends that teachers and managers involved in SRL carry out a process of identifying ‘needs’ and ‘wants’, as well as determining ‘strengths’ and ‘weaknesses’. Once these are known, realistic goals can be developed, along with ways of monitoring their progress.



Setting Goals and Measuring Progress			
	Emerging	Engaging	Empowering
<div>Organization</div> <div>  <div> <div>Prompts</div> <ul style="list-style-type: none"> How are the organization’s goals set, monitored, and disseminated to staff? How are staff experiences collected to inform the organization’s progress? How do staff contribute to the establishing of goals and monitoring processes? </div> </div>	We need to identify relevant goals and ways of measuring progress.	We have set goals and have processes for measuring progress. Not all of these are aligned across the organization yet.	All staff are aware of the organization’s goals and monitoring of progress; they contribute to the organization’s understanding of its practices, and contribute to the formulation of new goals.
<div>Teacher</div> <div>  <div> <div>Prompts</div> <ul style="list-style-type: none"> What are the organization’s goals? How do these relate to my own? How can I better monitor my progress and compare my insights with others? How can I support my colleagues in setting SMART goals? How can I share my experiences with the wider organization? </div> </div>	I need to set goals for implementing and monitoring SRL.	I set goals and monitor their progress.	My goals are aligned with the organization’s. I actively support my colleagues in establishing and monitoring their goals. I share my experiences with the wider organization.

Table 3. Setting goals and measuring praogress



03

FRAMEWORK PART II: HOW TEACHERS CAN DEVELOP SRL IN THEIR STUDENTS

In this section we look at the pedagogical practices involved in supporting SRL, from initial motivation to engage in SRL to self-assessment of progress. Although these practices are described here in a linear way, it is important to recognize that the process can be started at any stage of a course, or even a lesson. For example, before learners carry out a reading task, teachers may model different reading strategies. In addition, teachers can demonstrate how learners can give each other peer feedback before handing in an essay. That being said, these activities have been demonstrated to work best if they are conducted in a context in which SRL is integrated at all levels of the learning process. We therefore address both teachers and those involved in management. A second point to note is that the stages described below are iterative, meaning that each stage informs the next until the process starts again. For example, the final self-assessment stage can lead into a reconsideration of one's needs, which can result in learners changing their goals.

MOTIVATING LEARNERS TO SELF-REGULATE

The first step in successfully implementing SRL is often overlooked: it involves helping learners to understand what SRL is and how it will benefit them. In doing so, we can motivate learners to spend the required time and energy on developing the necessary skills. Motivation to complete a task is often associated with recognizing its value. Theoretically, the more learners understand and value a task, the more likely it is that they will be motivated to self-regulate their learning as they complete the task.¹¹



Thus, motivation and SRL are closely linked:¹² motivation to learn leads to greater, and more successful, self-regulation, which in turn leads to greater motivation. In introducing SRL to your learners, it helps to share these insights with them. In addition, you can link this with the requirements and aspirations you identified in the previous chapter. For example, if it is a part of the national curriculum that all learners 'demonstrate the ability to make informed choices about what learning activities are most appropriate for them at a given time', then point this out to students. Similarly, if the school vision statement talks about 'lifelong learning', ask students what this means for them. For school or faculty leaders, this may mean asking individual course coordinators to include statements in the syllabus and teaching materials. By reviewing such statements, an organization can develop a good insight into teachers' understanding and practical implementation of the issue, which can help ensure consistency. As an individual teacher, even if no such centralized efforts exist, you can still make the importance of SRL clear to your learners. With more advanced learners, it may be useful to start the course with a short reading on what successful learning involves. With very young learners, it can be helpful to communicate with parents about what SRL is and what your (and the school's) vision for it is. For all learners, the overall advice is that 'teachers should incorporate methods for enhancing perceived value into their planning to ensure benefits for learning and self-regulation'.¹³

Introducing SRL

At Peace High School, teachers begin by asking learners to describe how they normally approach their learning and to list all the different examples on a board or screen. Learners are asked, for example, how they prepare for a test, learn vocabulary, or do their homework. With the younger learners, teachers join in group play and ask children to describe what they are doing and why.

Then they ask learners to say why they think each of the mentioned ideas might be helpful, and to describe how successful learners use each of the examples. (Examples could come from previous cohorts of students or from published research.)

Next, they ask learners to identify any similarities between their ideas and, if they find any, to put them into categories. For example, some might relate to planning, others to maintaining concentration. They explain that successful learners use examples from all groups and demonstrate how, together, they represent the different aspects and stages of learning a language. Some teachers ask learners who were previously in their class and who have now moved on to come and share some of their success stories. Finally, they show how, in the coming course/term/semester, they will help everyone to learn the stages for themselves and explain how learners' improvement in this area will be evaluated.

An alternative or follow-up to the above is to ask learners to start the term by writing a letter from the perspective of their future self on 'How I received an A on this course', dated the last day of the course.¹⁴ This can then act as a starting point for discussing how learners can plan for, and engage with, the course.

The challenge of equipping learners to direct and regulate their own learning should be considered one of the most pressing concerns for all involved in language education.

STEPHEN RYAN

IDENTIFYING NEEDS: LANGUAGE, LEARNING, AND EMOTIONS

Once learners have an understanding of the importance of SRL, the next step is to help them identify their language-related, learning-related, and emotional needs.

Language-related needs

Language-related needs include areas such as expanding one's academic vocabulary, improving reading speed, or learning how to hold a phone conversation. Most learners are used to being told what they need to learn by their teachers and the way the curriculum is designed. It comes as a surprise to many learners to be asked to consider what *they* think they need and why.¹⁵ This is particularly true when they realize that there are things they may not need to learn. For example, someone learning English for travel may not need to spend as much time working on their writing skills, and someone working in online technical support via chat may not need to develop their speaking skills to a high level.

What can you do when the curriculum doesn't offer much freedom?

Peace High School, like all schools in the region, follows the curriculum guidelines required by the Ministry of Education. Therefore, learners do not have a lot of freedom to decide what to learn. Following workshops with all staff (see page 25), it is decided that learners should understand why they are learning the content they are. At the start of each course, and throughout the term, teachers explain why courses cover certain topics in certain ways, thus helping to raise learners' understanding of what is going on. Teachers remind themselves regularly to give a rationale for the pedagogical choices they make. For example, rather than launching into an activity, they might say, 'Today we will read this news article together because I have noticed some of you find it hard to recognize cohesive devices, and news stories are full of them'.

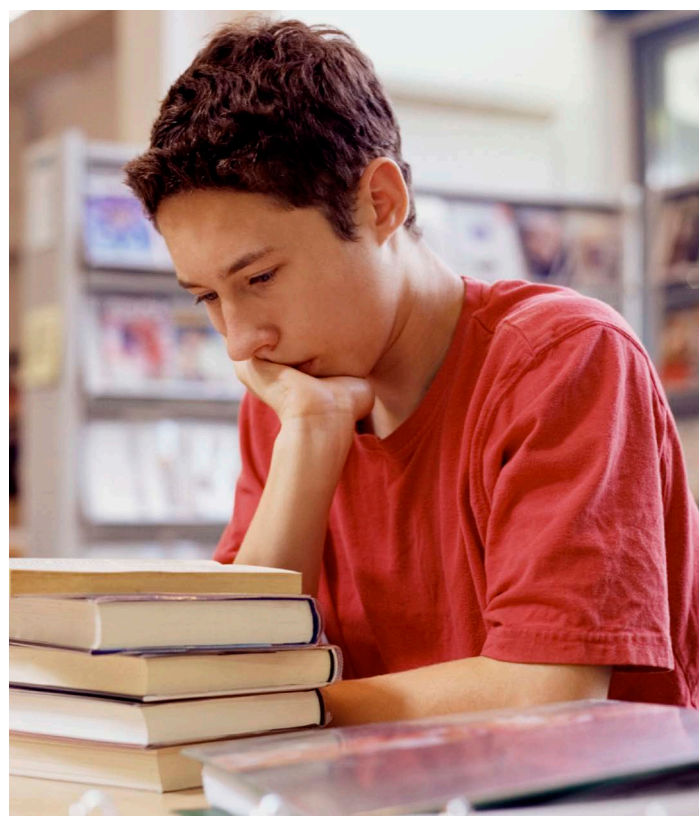
They also encourage learners to think about the purpose of the various activities and materials used in class, with questions such as 'What skill do you think this activity/text/website will help you develop?', and 'What is the most difficult part of this skill that you would like to focus on in this activity?'. Initially—and especially with younger learners—teachers reported not receiving detailed or comprehensive responses, but over time, learners have become more confident and report feeling a greater sense of understanding and motivation.

Peer feedback and self-assessment are also helpful ways of encouraging learners to gain an insight into their needs. Their usefulness can be enhanced if teachers ask learners not to focus solely on identifying their peers' individual errors, but to look out for areas that can benefit the most from further learning.

Engaging in peer feedback and self-assessment can also encourage learners to think about feedback they receive from their teachers. This includes understanding test scores and written feedback. It also includes prioritizing what to work on next. 'What does this score/comment/feedback mean to me and my future learning?' is a powerful question in this context. Taking this one step further, teachers can involve the learners in developing rubrics for assessment and encouraging them to think beforehand about the desired outcomes of a particular activity.

Self-regulated learning raises students' awareness of their learning progress, what they've learned and what they need to improve.

Natalia, Educator, RUSSIA



Learning-related needs

Learners come with different levels of preparedness for managing their own learning. Some are more organized than others, some are better at maintaining their concentration, and some are more adept at managing their time. Such 'study skills' can be learned,¹⁶ and benefit from explicit instruction.¹⁷ The topics discussed in this chapter and the self-assessment questionnaire at the end of this chapter will go some way towards helping you gauge learners' readiness for SRL, but note that other, non-language-specific study skills also play an important role. In universities, Student Learning Centres (or similar) often offer relevant workshops, and in some schools, specific strategy or study skills programmes are offered. There are also many useful resources available, both online and in print, to help develop these skills. These include handbooks with examples and activities that help learners build good educational habits,¹⁸ free or open-source note-taking apps (such as *Obsidian* or *LogSeq*), and learning **portfolios** (such as *Mahara*).

Emotional needs

Language learning can be a highly emotional experience, full of all kinds of successes and setbacks. Students differ in how they deal with these. One way to understand this is as a complex network of psychological processes—a **mindset**¹⁹—that impacts learners' willingness and ability to engage with SRL. One way of gauging how learners experience and manage their emotions is to use the *Managing your emotions in language learning* questionnaire.²⁰ The questionnaire uses a number of vignettes to introduce situations in language learning that are likely to cause an emotional response. Learners then rate how they would actually respond in such situations. The results give an indication of their emotional profile. These can then be used as a starting point to discuss the emotional challenges of learning, and how these challenges can be successfully managed.

The table in Appendix 1 invites you to assess your own practice in supporting this aspect of SRL. In Appendix 2 you will find an instrument that can be used to invite learners to do the same.

SETTING GOALS AND PLANNING LEARNING

The next step in the self-regulation process is to translate identified needs into goals. This, too, is something that most learners have little experience in, but it is a skill that has a significant impact on lifelong educational and, more broadly, professional success.

Like organizations, individual learners are more likely to achieve their goals when these are SMART (see page 14), and when they know how to prioritize them. Prioritizing goals involves not only knowing what is more or less important, but also understanding how certain goals are prerequisites for achieving others. For example, a fluent conversation requires a certain amount of productive vocabulary that needs to be practised to a high degree of automaticity before it can be actively employed. Raising awareness of how learning different aspects of the language relate to each other can prepare learners for making better-informed choices for themselves in the future.

By focusing on their own goals, students become more independent and more self-motivated.

Katerina, Teacher and Senior lecturer, CZECH REPUBLIC

The impact of setting goals, and doing so in a systematic manner, cannot be overstated. Research has consistently shown across all educational domains that having meaningful goals helps learners to persist in their studies, and leads to greater motivation.²¹

Goals do not have to be couched in linguistic or academic terms. The model²² shown in Figure 4 demonstrates how learners are encouraged to think of a specific achievement they are aiming for, and to work backwards to the present moment, identifying intermediate steps.





Figure 4. A goal-setting activity (Kato & Mynard, 2015)

A related skill is to translate (longer-term) goals into actionable plans for the coming days or hours. As with goal setting, it helps to consider which activities are best done first. For example, for procrastinators, it is often recommended to start with the most-dreaded task (referred to as 'eating the frog') first thing in the morning. For most learners, interspersing more difficult activities with more enjoyable ones can be helpful.

The main benefit of drawing up a learning plan is that it helps to break down the development of complex skills and knowledge into smaller, more manageable chunks. This has been shown to help with long-term motivation, as well as making it more likely that learners will develop the ability to self-regulate their learning in the future.²³



Figure 5. Vision board

A self-regulated learning approach allows flexibility, self-reflection and more effective planning in the learning process.

Manuela, Pedagogical coordinator and teacher, BRAZIL

As with all SRL skills, learners benefit from explicit instruction and regular feedback on goal-setting and planning. One way to introduce the topic is by asking learners in small groups to share one area of their life in which they feel they are well organized, and to consider the impact this has. Next, they discuss one area for improvement and share ideas for how to develop this. For the implementation phase, one systematic approach that has been shown to be beneficial is the **WOOP method**.²⁴ This involves students first specifying a Wish, then considering the benefit that this would lead to (the Outcome), identifying Obstacles, and, finally, developing a Plan that aims to resolve the Obstacle. Regular modelling by the teacher is a key component in this and in similar approaches to SRL instruction.²⁵ The vision board exercise shown in Figure 5 invites learners to picture their future self and to reflect on the role of their language learning in achieving their aspirations.



'In our language advising sessions we use vision boards. These are actual posters that learners make showing their hopes and dreams for their future language learner-selves.'

Satoko Kato, Japan

TASK REGULATION

Up to this point, the learner has considered how best to approach their learning in a broader sense; the next part in the self-regulated learning cycle involves engaging in actual language learning tasks. Successful learners not only do this with clear intent, but they also carefully consider what resources they have available, how to most efficiently and effectively carry out the tasks, and how to monitor their progress. Below, we look at these in turn. An exhaustive list of pedagogical practices is outside the scope of this paper, but dozens of relevant books have been published over the years,²⁶ usually with the words 'learning strategies' in the title. We include some of them in the Resources section.

Selecting resources

It is somewhat paradoxical that at a time of easier access to more resources than ever before, many learners still use a limited range of the opportunities available to them. Resources do not just include language learning materials (books, apps, videos) but also other learners, learning support (through self-access or library facilities, for example, or through learning counsellors), parents, informal networks and communities, speakers of the language, and so on. Many learners do not know how to draw on these resources productively. Secondly, many of the materials that learners now have access to (such as online resources) are not pedagogical in nature; thus, careful consideration is required when thinking about how they can be made useful for learning. Learners

who have a good sense of their needs, and who have developed clear goals, are better placed to consider how they might integrate a particular resource into their learning plans. Nonetheless, all learners will benefit from awareness raising and examples of how to identify, use, and adapt particular resources. This also relates to the topic of critical and digital literacies, which includes the ability to make informed decisions about where to seek information, how to evaluate it, and how to act on it.²⁷ Berkeley University has an online guide that details key steps, such as inquiring about authority, purpose, publication and format, relevance, date of publication, and documentation.²⁸

'We had one learner come into our self-access centre every day at 08:00. He would spend an hour hand-copying one of those massive English grammar books on a notepad. By talking to him I found out that what he really wanted to improve was the ability to have a conversation with local people. He had never considered what he would need for that. Following my advice, he ditched the grammar book and joined a conversation class. He also figured out (by himself this time) that people had some difficulty understanding his pronunciation of certain diphthongs, so he started practising with some of the speaking software.'

Uma, coordinator of the self-access centre at Peace University



Selecting task-related strategies

Many teachers introduce strategies for language learning, from spaced repetition for vocabulary learning to skimming and scanning in reading and asking for clarification in speaking. Task-related strategies include visualizing how one will complete the task successfully, anticipating challenges in carrying out the task, and planning for how to deal with them. Strategies can also be social, such as when learners seek help in carrying out a task. (Interestingly, self-regulated learners are more likely to ask for assistance when they encounter difficulties.²⁹)

Research has shown that learners can greatly benefit from explicit instruction on strategic learning. In particular, modelling³⁰ and feedback³¹ can help learners to develop not only the strategic skill itself, but also the ability to apply it effectively. It is therefore important for teachers and curriculum developers to ensure that sufficient time is allocated to the introduction and practice of strategies. The Resources section lists a number of resources that cover this in detail.

Self-regulated learning is enhanced when it is supported across the curriculum.

NATHAN THOMAS

Monitoring progress

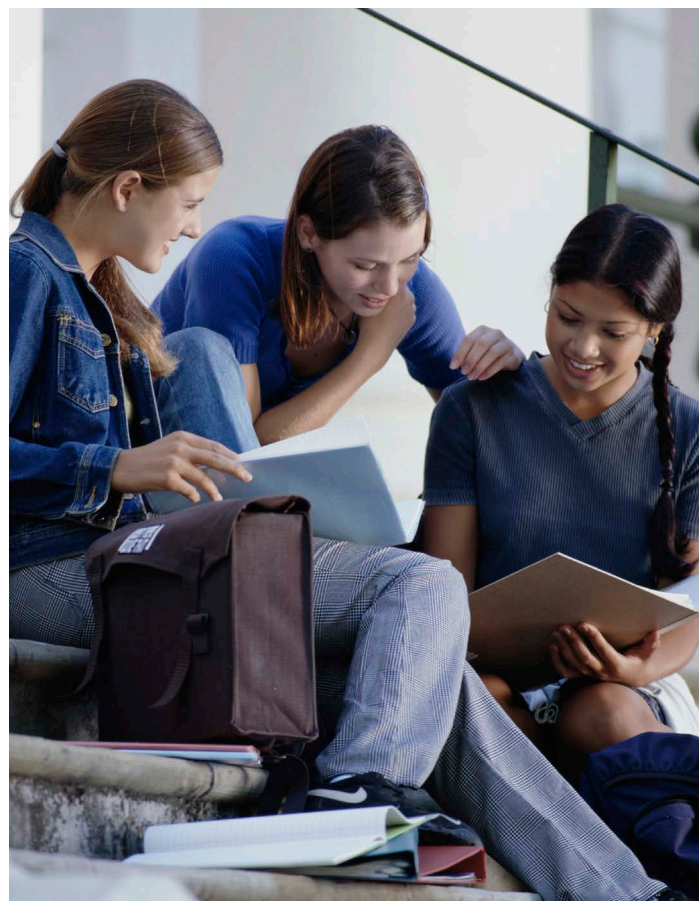
Successful learners monitor their task performance and make adjustments as they go along. An example of task monitoring is the use of sequenced checklists to ensure that all aspects of a task have been carried out. For example, in the case of writing an academic essay, such a list could ask students to check that they have (1) included a thesis statement, (2) divided the text up into paragraphs, and (3) written a conclusion. This kind of monitoring is considered one of the most beneficial kinds of monitoring learners can do.³²

Progress monitoring involves not simply identifying improvement, but also questioning what led to that improvement or, conversely, what prevented it. It asks learners to question the resources they used and the strategies they applied. Such reflections can be discussed in class (in the learners' L1 or L2) so students can hear about each other's experiences and learn from them. Even with quite young learners, such awareness raising has been shown to be helpful for long-term self-regulation.³³

SELF-ASSESSMENT

The final stage of the SRL cycle is to assess overall progress towards achieving one's goals. Self-regulated learners will regularly check whether they are on track to meet their deadlines and will consider alternative courses of action if they are not. Self-assessment is thus a reflective process that involves thinking about one's own learning in general (not just individual task achievement, as with monitoring progress). Reflective learners are able to identify practices that are not useful, and seek additional or alternative sources of support, and they may reconsider their language, learning, and emotional needs as time goes by.

At Peace High School, learners are asked to keep a learning diary or a portfolio (see, for example, the European Language Portfolio (ELP) or LinguaFolio online) in which they record such information as their learning activities, how they felt about these activities and their progress, and thoughts on what helped them learn the most. Teachers occasionally prompt learners to read their entries and consider how they might approach their learning differently. The discussions that follow in class usually lead to learners getting useful new ideas.



The longer-term aim is for learners to be able to go through the above stages of SRL independently. This means that as a teacher you can gradually encourage learners to tell you what the next step in their learning should be, or to inform you about their progress.

Knowing about self-regulation is not enough; learners have to regularly practise it.

LINH PHUNG

It is important to recognize learners' development in this area, for example, by giving them formal, assessment-related, or informal credit for their improvement, and actively providing feedback.³⁴ This way learners will recognize that their ability to self-regulate is an important educational outcome.

What support for SRL is available at your institution? How could there be greater liaison between different providers so that support can be integrated or at least made relevant as much as possible to different learners?

SUMMARY

Self-regulated learning involves a complex range of skills and attitudes. This section has introduced a systematic pedagogical approach that begins with helping learners to understand the importance of SRL and its benefits. Next, it encourages learners to identify language, learning, and emotional needs, set relevant goals and develop practical plans. Task regulation involves selecting meaningful resources and strategies, and carrying out progress monitoring. Finally, learners engage in self-assessment and reconsider their needs.



04

FRAMEWORK PART III: HOW SRL CAN BE IMPROVED AND INTEGRATED ACROSS THE ORGANIZATION

This section looks at the implications of SRL at the pedagogical and organizational levels. For example, encouraging learners to identify their own needs may lead to the recognition that their interests and backgrounds differ widely and are not currently catered for adequately in the curriculum. This may have consequences for how learners are grouped, how the curriculum is organized, and how its success is evaluated. It is also likely that experiences at the classroom level will affect course leaders, curriculum designers, and administrators, to name a few. In other words, what happens at any one level of a complex organization like a school or university is likely to have a ripple effect that extends to the other levels.

In organizations that operate at the 'empowering' level (see Section 2), this ripple effect is anticipated and investigated so that experiences are shared and implications drawn for all the stakeholders. In organizations at the 'emerging' level, insights are more likely to remain at one level without a resulting wider change. Figure 6 shows the relationship between the experiences gained by teachers and learners, and those gained at managerial, institutional, and societal levels.

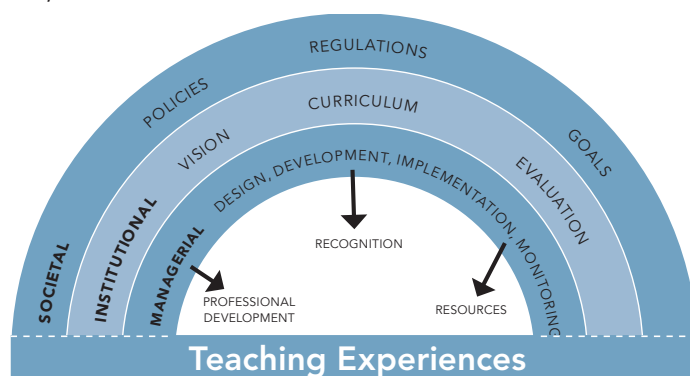


Figure 6. The relationship between teaching experiences and the broader context

In the remaining part of this section we consider some of the possible questions that SRL practices raise, and their implications for the entire organization.

From teachers to school leaders and policymakers, supporting students to be successful in their self-regulated learning efforts is crucial.

NATHAN THOMAS

LEARNING FROM EXPERIENCES

As teachers and support staff implement SRL practices, they develop a wealth of knowledge that can be shared both within the teaching team and beyond it. The following questions and insights can be used to benefit the wider organization:

How proficient are students at this level/on this course at self-regulating their learning?

By using the pedagogical Framework introduced in the previous section and the self-assessment questions in Appendix 2, learners' practices can be monitored over



time. They can also be compared between groups, or from one term or year to the next. If a particular group of learners or teachers is having more success than another, the reasons for this can be investigated and best practices shared with others.

What practices and resources worked particularly well?

Such experiences can be recorded by individual teachers, for example, in a teaching diary, and shared with colleagues. A more systematic approach is to carry out some research to identify the causes of success and areas for improvement.

What level of confidence do teachers have in supporting SRL? What further support is needed?

The questions in the previous chapter will give an insight into which parts of the organization may need to be given more attention and what types of professional support may be most appropriate.

Supporting SRL involves a number of different skills more akin to facilitating than teaching. By its very nature, SRL shifts the focus from the teacher onto the learner. As learners develop their ability to identify their own needs, or to plan their learning, they may increasingly expect a degree of freedom in their decision-making—something that teachers may be unfamiliar with. Teachers differ in their level of flexibility and ability to cope with change. Rather than dismissing concerns as 'resistance', teachers can instead consider them as forms of 'resilience'³⁵ and take them as valuable information about where and why implementation may not succeed. Managers have an important role to play in encouraging the free exchange of ideas and experiences (see page 25).

Ishan, one of the most senior teachers at Peace High School, is initially reluctant to participate in the school's project to implement SRL. At first, some people dismiss him as uninterested, but the project leader takes time to sit down with him to better understand his views. As it turns out, the school tried something similar many years ago when 'learning strategies' were supposed to have been integrated into the curriculum. Unfortunately, that project was not successful because teachers were never given enough time to develop the necessary skills to be able to teach strategies, and few opportunities for professional development were offered. The project leader asks him if he would be willing to coordinate the necessary teacher support. With Ishan's contribution, the project is now much more likely to achieve success.

What obstacles do teachers identify?

Obstacles might come in the form of a lack of time or preparation, unsuitable resources, or a lack of technical or administrative support. There might also be issues with communication (for example, teachers not understanding the organization's plans for SRL) or with alignment at different levels of the organization. For example, self-assessment may be encouraged at the level of individual courses, but changes may not be made in assessment at higher levels of the organization.

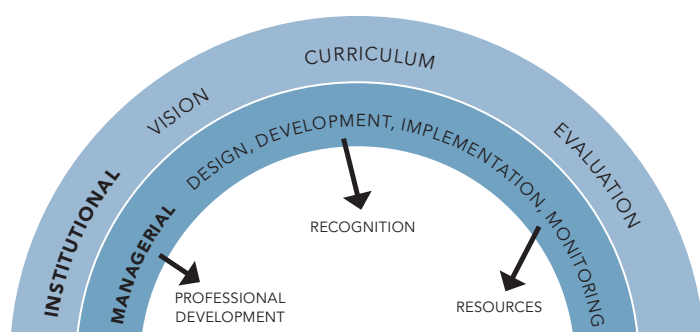


Figure 7. Managerial impact on SRL

Individuals in leadership or management positions (especially team leaders) have a number of responsibilities here, as shown in Figure 7. One is to communicate the organization's needs and wants (see Section 3) to the teaching team. The other is to coordinate the systematic integration of SRL skills across the curriculum, both within the different courses on offer and across levels of the organization. Managers set the tone in an organization, for example, by encouraging experimentation and accepting mistakes (seeing them as learning opportunities rather than as 'failures'). They provide constructive feedback and collect and share experiences across the team. This involves, in particular, recognizing teachers' efforts so that time and energy spent on developing better SRL practices is acknowledged (for example, in annual performance reviews and opportunities for promotion). Managers also have a particular responsibility to offer support through professional development and appropriate resources, from giving staff time to update the syllabus and prepare for new practices to providing teaching materials that are suitable for promoting SRL. In addition, they can report best practices and insights to other parts of the organization—to an immediate, higher-level line manager or to other stakeholders (see below).

IMPLICATIONS FOR THE WIDER ORGANIZATION

The implementation of SRL may have significant implications for the ways in which teaching and learning practices are understood, and how the organization as a whole goes about its business. The following questions and insights relate to areas that may be impacted.

What is the impact of SRL on our curriculum?

If the development of SRL is desired, it needs to be given space in the curriculum. Some course time needs to be freed up to include not just a focus on content but on both content *and* learners' ability to regulate the learning of that content (although in practice this may not need to be much). Focusing on SRL may have implications for the type of materials used.

As learners are encouraged to take more responsibility for their learning, they and their teachers are likely to run up against the limitations inherent in a centralized curriculum. For example, if learners are encouraged to set their own goals, or choose their own resources, the prescribed textbook may need supplementing.

What is the impact of SRL on our assessment practices?

If learners are encouraged to develop SRL skills, stakeholders will want to know if this has been successful, both at the organizational level (i.e. evaluating whether 'our SRL practices work') and at the level of individual learners ('Did this student achieve a satisfactory standard in SRL?').

Related to this, if learners are encouraged increasingly to self-assess, this may have implications for the role of assessment. Perhaps learners' self-assessment could account for part of their overall score?

Shuheila teaches final-year students at Peace High School and worries about the amount of content that needs to be covered to give her students the best possible preparation for their university exams. Having attended the workshops on the school's aspirations for learners to become 'Future Ready' (see page 11), she decides to encourage learners to help her decide what to prioritize in her classes. She invites learners to use self-assessment, and to identify areas where they feel less confident. She then focuses on those areas first, to ensure the most urgent topics are addressed.

What are the qualities we seek in our staff?

As mentioned above, supporting SRL involves specific skills and a certain flexibility on the part of teachers and managers. This may influence hiring choices, with preference given to candidates with confidence in a more facilitative style of teaching.

What is the impact of our changing practices on parents?

Parents may be unfamiliar with SRL practices and may be worried about it.

Surendra's parents are initially confused when they hear that their son will be graded on his ability to 'direct his own learning'. They feel this time should be dedicated to learning about English or maths instead. When they attend a parent-teacher meeting, the teacher shows them examples of job descriptions in engineering, Surendra's chosen career. Many of these ask for such qualities as 'initiative', 'self-reliance', and 'a willingness to learn'. The teacher explains how she teaches the students the skills necessary to develop these qualities. She asks the parents to encourage Surendra to keep a diary of his learning, and to discuss how he feels about his ability to regulate his own studies. With their help, Surendra becomes confident in reflecting on, and talking about, his learning.

What is the impact of teachers' experiences on organizational policies and practices?

The implementation of SRL is likely to lead to a reconsideration of current practices. The most successful schools display features of what is referred to in the literature as a 'learning organization'.³⁶ This is where communication occurs across different parts and levels of the organization, where insights from one level are actively considered at other levels. This implies a degree of trust and a willingness to share results openly (including less-than-positive ones).

Developing this type of environment takes time, and if the organization does not yet operate in this way, it can be helpful to start by creating informal forums for sharing experiences. This can be as simple as setting up an online group and inviting champions (people from across the organization with an interest in SRL) to join. Such forums can also act as repositories for collecting and disseminating new developments from inside and outside the organization. For example, relevant new governmental policies or reports can be actively sought out and shared.



How can experiences from across the organization be elicited and shared?

Experiences at the pedagogical level will not impact the wider organization unless they are actively shared with others and there is a system in place for considering their implications. Different environments will benefit from different approaches to collecting and processing this information, but one useful model is to have a group of people from across the organization come together to consolidate findings and make recommendations. They can collaborate with different parts of the organization and play an active role in requesting the answers to questions such as those in the table above. It can also ensure that relevant insights are recorded in such a way that they are visible to everyone. This can help to build a record of best practices (sometimes referred to as a repository or knowledge bank). The record can include a summary of research findings, projects that have been carried out, evaluations, useful resources, and relevant learning-outcomes data.

The sharing of experiences potentially goes beyond the institution itself. Professional organizations, conferences, VXZ and practitioner-oriented journals are good channels through which to pass on the insights that have been gained. Another valuable contribution can be in the form of responding to calls for participation in regional or national policy development groups. In many countries, it is common to invite representatives from schools or universities to participate in panels that develop or advise on changes in various aspects of the curriculum.

Do our experiences and insights from implementing SRL encourage us to reconsider our vision or aspirations?

This may seem at first glance to be a rather broad question, but schools and teachers that have experienced new practices are quite likely to change their beliefs and future goals. As the recent *SpeakUp Survey*³⁷ by Project Tomorrow showed, teachers are more open to letting students have greater autonomy following their experiences during the pandemic. Similarly, a school that has seen the positive outcomes of developing SRL may choose to make this one of its core values.

A related outcome is that a focus on SRL will help an organization to become more self-regulated itself, becoming increasingly aware of its needs, more carefully considering its goals and monitoring its progress.

SUMMARY

Successful implementation of SRL is most likely when all stakeholders collaborate on its integration across the organization. This particularly involves sharing experiences and identifying obstacles. It also involves recognizing that experiences at all levels of an organization are related. What happens in one classroom can affect what happens in another. And all experiences can be shared to benefit the wider organization.

Organizations that collaborate actively and share experiences openly are most likely to implement pedagogical change successfully.

HAYO REINDERS



CONCLUSIONS

The ability to self-regulate one's learning can have a highly significant impact on educational and lifelong success. It involves a complex set of skills and attitudes that many learners do not naturally possess, but that can be developed through careful educational support. In practice, there are many challenges to the implementation of this support, in particular, the lack of a systematic and shared framework for integrating SRL across the organization. Successful communities begin by developing a clear picture of both the wider educational context and their own requirements in relation to SRL.

Next, they carefully consider their prior experiences, their strengths, and areas for improvement, before establishing clear goals and ways of monitoring their progress.

These are all shared widely with the entire organization. Successful teachers implement pedagogical practices in a systematic way, covering all aspects of SRL, and gradually hand over responsibility to learners. The experiences of all teachers and staff at all levels of the organization are shared so that lessons can be drawn and new developments can be implemented collaboratively.

KEY MESSAGES

Students can become confident, successful, lifelong learners by actively improving their ability to regulate their own learning. This can only be achieved by meeting these three needs:

- Teachers need to take a systematic approach to developing their students' self-regulation skills and provide structured support.
- There has to be collaboration between school leaders and teachers across subjects to ensure a consistent approach.
- The institution needs to deliberately embed self-regulated learning into its curriculum, assessment, and school management processes.



APPENDIX 1:

PEDAGOGY

This table can be used by teachers to assess how well they currently support their students, paying attention to students' awareness of their learning progress, what they've learned, and what they need to improve, and identifying their needs. The prompts at the bottom of the table prompt teachers to think about the wider team and any other factors that might influence students' learning progress.

	Pedagogy		
	Emerging I need to learn more about how to support my students in ...	Engaging I am able to support students in ...	Empowering I support my colleagues in developing their ability to help students ... I share my experiences and make suggestions for improvement to my colleagues and managers.
Identifying needs			
Setting goals and planning			
Task regulation			
Self-assessment			
Prompts	What do my colleagues do to support their learners in each of these areas? What resources can I access to further develop in each of these areas? What prevents us from implementing this successfully? What organizational or managerial support would help us?		

APPENDIX 2:

EVALUATING LEARNERS' SRL LEVEL

The statements below can be given to learners to reflect on their confidence in each of the pedagogical elements of the self-regulated learning process. The total score can be added up and, for example, compared from one semester to the next. Individual areas where the learner gives a particularly low score can be discussed with the teacher. Teachers and course coordinators can also use the scores to gain insight into areas where more support may be needed.

1		MOTIVATING MYSELF	5
	I do not yet know how to motivate myself to engage in SRL.	I am confident in my ability to motivate myself to engage in SRL.	
1		IDENTIFYING MY LEARNING NEEDS	5
	I do not yet know how to identify my own language needs.	I am confident in my ability to identify my own language needs.	
	I do not yet know how to identify my own learning needs.	I am confident in my ability to identify my own learning needs.	
	I do not yet know how to monitor and/or regulate my own emotions in learning.	I am confident in my ability to monitor and regulate my own emotions in learning.	
1		SETTING GOALS	5
	I do not yet know how to set my own language learning goals.	I am confident in my ability to set my own language learning goals.	
1		PLANNING LEARNING	5
	I do not yet know how to create my own learning plans.	I am confident in my ability to create my own learning plans.	
1		TASK REGULATION	5
	I do not yet know how to locate useful resources for my learning.	I am confident in my ability to locate useful resources for my learning.	
	I do not yet know how to select useful strategies.	I am confident in my ability to select useful strategies.	
	I do not yet know how to monitor my progress in carrying out a task	I am confident in my ability to monitor my progress in carrying out a task.	
1		SELF-ASSESSMENT	5
	I do not yet know how to assess my own learning.	I am confident in my ability to assess my own learning.	

GLOSSARY

agency

A sense held by individuals that they have control over their actions.

autonomy

Feeling in charge of one's environment; being able to act in accordance with one's values and personal goals.

critical thinking

The act of engaging in self-observation and questioning how one thinks about new information.

digital literacies

The skills needed to safely identify, evaluate, process, produce, and manage digital communication.

engagement

The extent to which learners are cognitively, behaviourally, socially, and affectively involved in learning in a given moment.

institutional memory

The ability of organizations to learn from previous experiences.

learner agency

The feeling of ownership and sense of control that students have over their learning.

learning strategies

The processes and actions learners engage in to improve the learning process.

lifelong learning

Learning and development throughout one's life, from childhood through compulsory education to adult learning.

lifewide learning

Learning and development across all aspects of one's life, including those within and beyond formal education.

mindset

Deep beliefs and attitudes a person holds and how they affect behaviour.

portfolio

A record of one's learning.

self-regulated learning (SRL)

Self-regulated learning (SRL) means that students plan their learning and reflect upon it. They use learning strategies to improve their understanding, and are motivated to learn.

self-regulation

The processes whereby learners manage and regulate their learning, such as setting goals, using strategies, and evaluating progress.

SMART goals

Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

stakeholder

Anyone who impacts the implementation of SRL, or who is impacted by this.

WOOP method

A method for teaching SRL skills by encouraging learners to think of a Wish, then considering the benefit this would lead to (the Outcome), identifying Obstacles, and, finally, developing a Plan that aims to resolve the obstacle.

FURTHER READING AND RESOURCES

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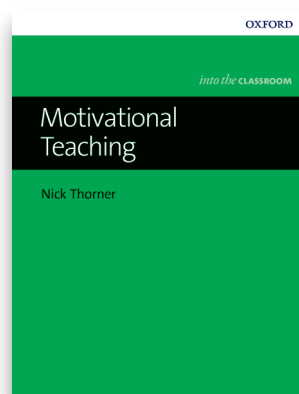
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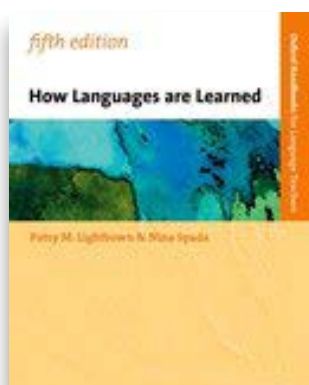
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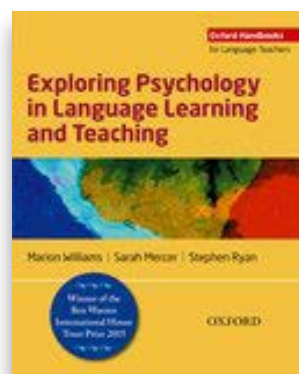
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ENDNOTES

01 DEFINITION AND EXAMPLES:

WHAT IS SELF-REGULATED LEARNING?

- 1 Robson et al. (2020)
- 2 Panadero et al. (2017)
- 3 Csizér & Tankó (2017); Dörnyei & Ryan (2015); Seker (2016)
- 4 Cohen (2012)
- 5 Zimmerman (1989, p. ix)
- 6 Zimmerman (2013, p. 135)
- 7 Zimmerman & Pons (1986, p. 614)
- 8 Reinders (2022)
- 9 All this points to the interrelations that the concept of SRL has with other fields and concepts, such as learner autonomy, learning strategies, and agency. A discussion of the terminological nuances is beyond the scope of this paper (see Oxford, 2016, Chapter 1; Thomas et al., 2021; Murray, 2014). Despite differences in its weighting, SRL is a core component in all of them.

03 FRAMEWORK PART II:

HOW TEACHERS CAN DEVELOP SRL IN THEIR STUDENTS

- 10 Doran (1981)
- 11 Wigfield et al. (2008)
- 12 Pintrich (2003)
- 13 Schunk (2012, p. 454)
- 14 Rosamund & Zander (2000)
- 15 Perkins (2008)
- 16 Schunk & DiBenedetto (2016)
- 17 Thomas & Rose (2019)

18 Reinders et al. (2017)

19 Dweck (2017)

20 Developed by Gkonou & Oxford (2016).

21 Schunk & Zimmerman (2012)

22 From Kato & Mynard (2015).

23 Pintrich (2003)

24 Duckworth et al. (2011)

25 Zimmerman (2013)

26 See, for example, Cotterall & Reinders (2004); Oxford (2016).

27 Pegrum et al. (2022)

28 <https://guides.lib.berkeley.edu/evaluating-resources> (November, 2022)

29 Newman (2008)

30 Schunk & Zimmernan (2007)

31 Carless (2019)

32 Hattie (2012)

33 Perry (1998)

34 See Li & Zhang (2021) for an analysis of self-assessment studies.

04 FRAMEWORK PART III:

HOW SRL CAN BE IMPROVED AND INTEGRATED ACROSS THE ORGANIZATION

35 Reinders (2018)

36 Kools & Stoll (2016)

37 <https://home.edweb.net/webinar/21c20221013/> (November, 2022)

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