Online Learning

Self-Regulated Learning
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Overview: What skills do undergraduate students need to learn and achieve in university? Studies reveal that **self-regulated learning**, which involves metacognition, motivation, and strategic action exerts a powerful influence on students' learning and achievement (Zimmerman, 2013). Learners engage in **metacognition** when they ask themselves questions about their learning tasks (e.g., *"What am I being asked to read?"; "How is the information I've read connected to what I already know?"; "What did I learn from this reading/video/course content/ online quiz?"*), and learning needs (e.g., "*What do I need to do to create a more effective learning environment that allows me to focus my attention on my work and learning?"; "What materials do I require to learn and engage with my work?" "Who/what can I do to help myself if I have trouble understanding my work?"*). Self-regulated learners are **motivated** which means that they are reasonably confident in their learning skills, are willing to set goals for their learning, and are persistent on course tasks/assignments even when they are challenging. Furthermore, students who are self-regulating in their learning are likely to adopt a "growth mindset" and frame learning setbacks as opportunities for developing their learning in the future. Finally, self-regulating learners employ **strategic action** when they behave in ways that apply their metacognition and motivation for learning. Students engage in strategic action, when they use a writing outline to help them draft a term paper, and when they create a schedule for organizing and studying course material, and lecture content. Also, students are strategic when they evaluate learning content so they can plan how to approach their studying for upcoming tests and exams. Research reveals that SRL is a skill that is critical to online learning (Azevedo & Cromley, 2004; Greene, Moos, & Azevedo, 2013), can be developed over time (Compagnoni, Karlen, & Maag Merki, 2019) and is pivotal for learning and achieving in the 21st Century (Vrieling, Stijnen, & Bastiaens, 2018; Wolters, 2010).

How can I practice Self-Regulated Learning?

- Create a learning/studying environment free of distractions (e.g., turn off push notifications from social media and other apps).

- Review course syllabi and use your calendar to stay on top of assignment deadlines and upcoming tests.

- Read course material actively!

- Review lecture notes right after a lecture and make notes about what you understand and don't understand so you know how to direct your studying at a later time.

- Set goals for your academic learning and reward yourself after completing a task that is challenging and maybe even a little boring(!)

- Consider what resources (e.g., online peer colleagues, course syllabus, library) you have available if you get stuck trying to understand course material. If you don't understand what to do, and you have reviewed the course syllabus or asked a peer for some support, then a final step is to consider contacting your professor.

- Learn how to create a writing outline to construct a good academic paper.

- Focus on developing your understanding of course content, rather than trying to memorize everything.