Research Article

Perspectives on Self-Regulated Learning

Dr. R. Muthulakshmi,
Lecturer, Lady Willingdon Institute of Advanced Study in Education, Chennai, TN, India.
Pearllakshmi79@gmail.com

Abstract

Student centred learning is one of the primary challenges in the field of education. We need good infrastructure facilities, cognition of teacher and students, technology and support from the managements as resources to make the students as their own learning. In order to realize this challenge learning to learn is the most important aspects for students. Learning to learn is the ability to sustain and continue their learning as long as possible and to categorize one's own learning through observation, guidance, information gathering and effective management of time. In an ever changing 'knowledge society' learning is perceived as a life-long process required to adapt to new circumstances and thus ensuring personal economic and social success (Dubois & Staley, 1997). One should recognize their image of self and ability on how to learn the content to become a lifelong learner. Lifelong learning is highly associated with self-regulated learning of the students because self-regulated learning skills stimulate the students to read a lot. Self-regulated learning is a crucial skill for achieving school success. It refers to a student's ability to think about a task or action beforehand, monitor his or her performance during its execution, and then reflect on it to take additional action afterward (Zimmerman, 2000). Many factors are responsible for self-regulated learning of the students like teachers' belief, students' perception, classroom environment, parents support, Peer interaction and teaching methodology. This paper highlights the perspectives of self-regulated learning and how it will be important for 21st century learners.

***Keywords*:** Self-regulated learning, Students, Teachers

Introduction:

Self-regulated learning is an active learning process for students to control over their learning and to achieve their academic success. Self-regulated learning closely linked with academic performance of the students because high academic achiever may turn into good self-regulated learner. How do students do it? Students can set goals, make their study plan, monitor

their study process before starting to learn. Self-regulated learners who are make their own study strategy with metacognitively, motivationally and behaviourally and can active participants in their own learning process (Zimmerman, 1986). Corno (1987) defined those learners who are self-starters, who are enactive facilitators of their own learning that sustain self-motivation, who seem to make learning easier for themselves. Self-regulated learners need more motivational, behavioural and environmental factors to make their learning successful. These factors extremely depend on interest, self-efficacy, self-judgement and self-reaction of the students.

The thought process of self-regulated learning has been started from the behaviourist psychology. They emphasised that self-regulated learning is the process used to control the behaviour of the students. Mace, Belfiore, & Hutchinson (1993) as a behavioural researchers stressed that self-regulating processes such as self-monitoring (self-observation and self-recording of one's own behaviours), self-instruction (rules or strategic steps that one applies and often verbalizes during a task), self-evaluation (comparing some aspects of one's behaviours with standards), self-correction (correcting one's behaviours to better match standards), and self-reinforcement (rewarding oneself) are used to engage the students in their own learning process and make control of their performance.

Later a number of issues were raised due to behaviourist concept of self-regulated learning because they do not believe learner's mental process and inner states such as emotions, feelings, beliefs and thoughts. In 1960s, cognitive theories of learning have been beginning by behaviourist incomplete explanation of self-regulated learning of the students. But researcher often found that cognitive skills and abilities did not fully account for students' learning. In 1980s Zimmerman as an expert of self-regulated learning, suggested his ideas that other factors such as motivation, self-efficacy and self-regulation were important to make direction of their learning. These judgments led to the emergence of cognitive theories of self-regulated learning. Cognitive theories of Self-regulated learning is emphasised the students as active learner on their environments. Self-regulated learners do not passively take the information but rather proactively develop their skills and strategies to organize, analyse and evaluate it to reduce their mistakes.

Theories of self-regulated learning:

Cognitive theories create the learner to become a skilful person. This theory assumed that self-regulated learning is a cyclical process in which learners set goals, implement strategies, monitor their learning progress, and modify their strategies when they believe they are not effective. They believed that self-regulated learning do not occur automatically rather it needs some support system as motivational factors. The factors commitment to their goals, their beliefs about their expectations, autonomy, challenge and reorganization are considered as significant factors to learn at comfortable level.

In this present scenario the following cognitive theories

→. Information processing theory

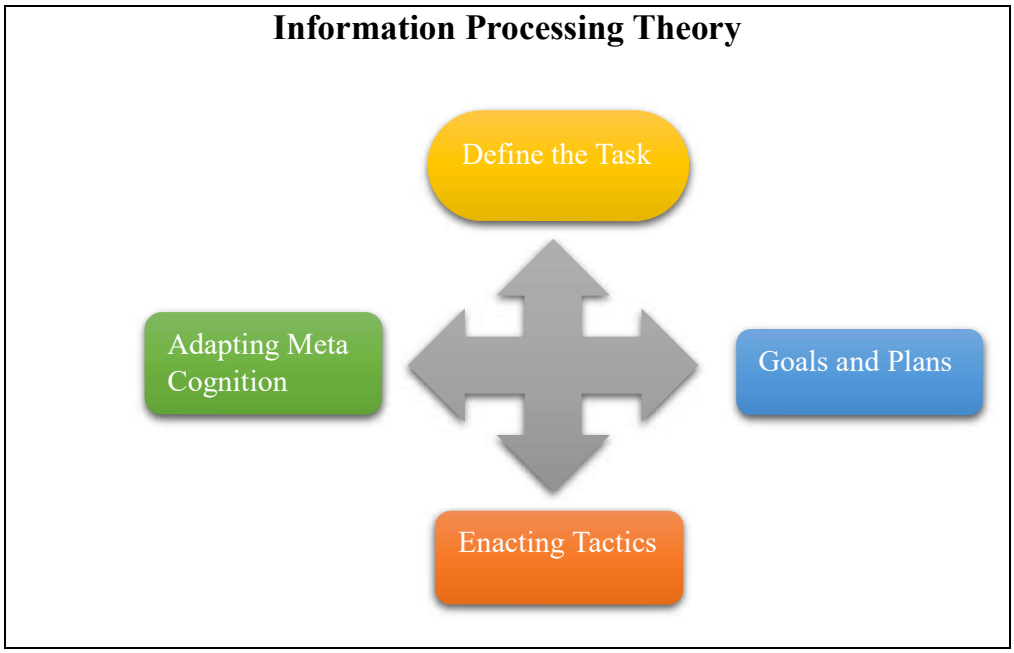
→. Social constructivist theory and

→. Social cognitive theory

are important to teaching and learning process to prepare the students for knowledge society.

Information processing theory:

Winne and Hadwin (1998) stated that self-regulated learning includes four phases. First define the task (learner should recognize the relevant sources and conditions to define the task). Second setting goals and planning (learner should set their goal short term or long term about their process and plan for it how to reach that goal).



In third phase, they apply their strategies and fourth phase they can evaluate it. If they need any modification, they will reuse their process through the feedback. This theory requires memory, cognition and thinking to acquire information and characterized by SMART: Searching, Monitoring, Assembling, Rehearsing and Translating. In this process students can fill SMART goals while working on the task. Shah & Miyake (1999) pointed out this model makes conscious meaning of the information to bring students learning activities. The information processing model will be used as a symbol for successful learning because it is well supported by research and provides a well-articulated means for describing the main cognitive structures (memory systems) and processes (strategies) in the learning cycle.

Social constructivist theory:

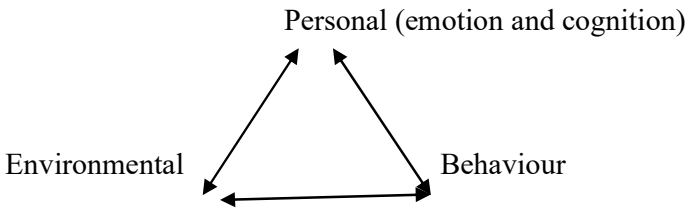
Lev Vygotsky (1896–1934) stressed that the fundamental role of social interaction is important for cognitive developments of the child. He believed that people and their communication and cultural environment being an indicator for social interactions. He has taken language and symbols as a communication tool to collaborate with people to develop their high order cognitive skills such as problem solving and self-regulation. He argued that self-regulation skills of the student depend on their culture of school and home environments. They can become a good self-regulated learner only by their culture, communication and surroundings. New skills and knowledge must be needed to make their cognitive function successful.

Vygotsky argued that the primary mechanisms affecting self-regulation are language and the zone of proximal development (ZPD). ZPD is the difference between what a learner can do without help and what he or she can do with help. In infantile stage of children, they do some actions and sign to convey their message with the help of others. After that they gradually development their language and communicate with others to develop their cognitive skills and regulate their actions and reactions by themselves. It is the initial stage for self-regulation of their learning.

Social cognitive theory:

Albert Bandura (1986) proposed social cognitive theory. This theory speculates human functioning from reciprocal connection between personal, behavioural and environmental conditions. The personal conditions are emotion and cognitive factors of the person.

Behavioural approach based on self-conditions of the person. Environmental conditions follow the interaction with our surroundings.



Self-regulated learning is highly correlated with social cognitive theory because these three conditions play a pivotal role in their learning process. Personal factors may influence the behavioural and environmental factors of the learners similar to other conditions. Personal, behavioural and environmental factors can change during their learning process and they can monitor and evaluate it. The theory extremely reflected in Zimmerman's 2000 three-phase model of self-regulated learning. This model has three phases' namely forethought, performance/ volitional control and self-reflection phase. The forethought phase consists of task analysis and self-motivational beliefs. The learner sets their goal and makes plan and action on it. The performance phase includes self-control and self-observation. During this phase, the learner formulates strategy and gathers information relevant to their learning process and observes their work whether it will be correct or wrong to modify their work. Self-reflection phase comprise with self-judgement and self-reaction. In this phase, they get feedback from others and review their process and evaluate it.

Self-regulated learning of the students - View of Teachers and classroom assessment

Teacher is a responsible word in the learning environment. Teacher's knowledge, classroom practice and interaction seem to have vital importance at learning environment. "In all education systems, the performance of teachers is one of the handful of factors determining school effectiveness and learning outcomes for teachers' interaction with learners is the axis on which educational quality turns" (VSO, 2002:10). To make knowledgeable and skilful learners: new way of teaching, instructional practice and up to date information is to be challenging aspects for teachers. Craft (2000) states that the current change in instructional practice demands new knowledge, new skills and increasing commitment to lifelong learning. All these factors

lead to make self-regulated learner because they can make their own learning with these practical experience and knowledge.

Ampiah, Hart, Nkhata and Nyirenda (2003) contend that a teacher needs to know what children are able to do or not if he/she is to plan effectively. Hence teacher must assess their classroom to know the needs of the children and for what they already know and what they able to do and not. According to Perry et al. (2008) states that most teachers agree with the concept to support their students to become self-regulated learners; yet many of the teachers that they investigated reported to feel unsure about how to do that.

In order to make self-regulated learner teacher should make constructivist classroom climate because the main hypothesis of constructivism is that knowledge is not passively received from an outside source but is actively constructed by the individual learner (Brooks and Brooks, 1999; von Glasersfeld, 1995). The challenge teacher face is how to prepare their classroom more reliable, practical and how can connect the classroom into real life situation for students to solve their problems and feel comfortable level. Also the teacher should understand the following question how can we provide students with the skills and motivation to be a self-regulated and lifelong learner?

The teacher should do the following features

Understand the learning style

Each student is unique and has different potentials and way of learning. For example, some students learn with memorization, some are understanding the concepts and some of them use note making. It is the duty of teacher to understand the learning style of the students and to build the applicable strategy.

Learning strategies:

In order to foster self-regulated learning, the teaching should follow some strategies.

A. **Motivational strategy:** It is the self-reinforcement strategy and makes belief about their work.
B. **Metacognitive strategy:** It is used to plan, monitor, evaluate and revise their study course.

C. **Cognitive strategy:** It is the personal control process used to attend, remember, learn and think about the learning process.

Belief and knowledge:

Teachers' knowledge is classified into three categories: pedagogical knowledge, content knowledge, and pedagogical content knowledge. Pedagogical knowledge about how to teach and it leads to developing their thinking skills. Content knowledge is based on subject matter that teachers have to teach and it directs the teacher's cognitive facts. Pedagogical content knowledge relates to teaching strategies on how teachers transfer their subject matter to their students as well as knowing about needs of the students. These kinds of knowledge make belief of teacher and get to know about how many strategies to instruct at a time and how to integrate their thought process with student's knowledge to provide their students as a self-regulated learner.

Social interaction and feedback as support system:

Social relationship and feedback from the teachers and peer groups are elements for students to be successful self-regulative person. Meaningful social interaction and positive feedback is a good indicator for self-regulative students. Research indicates that effective feedback includes information about what students did well (Labuhn et al., 2010), what they need to improve, and steps they can take to improve their work (Black & William, 1998). Teachers should give the opportunities for students to express their ideas and to ask questions. It leads to develop critical and creative thinking skills because different types of skills build active personality of the students.

Time management and independent practice:

First teacher should organize their time and complete their work. Teacher should make the students to learn the content with in the particular time and encourage them to follow time table of their daily work. Research indicates that students' academic outcomes increase with focused time spent on-task (Kuhl, 1985). Proper time management leads to independence practice of the students. During this process, students are given opportunities to practice the strategy on their own, which can ultimately reinforce autonomy (Schunk & Zimmerman, 2007). Independent practice is to be a valuable predictor for students' to read and comprehend their

learning process across the particular time period. Teacher can help their students control their time strategy by removing passive attitudes and help them to build up their span of attention at their particular task because attention control is one of the vital psychological factors for students to sharp their mind.

Conclusion:

Self-regulated learning is a skill and will learning process. Teacher should understand the importance of self-regulation of the learner and its impact on 21st century society. They have to organize and develop their beliefs, values, attitudes, knowledge, discipline and behaviour of the students to promote as a self-regulated learner.

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