



>Welcome!

Academic Self-Regulation

What is Self-Regulation?

- *Self-regulated learning* refers to learning that occurs primarily from the influence of students' self-generated thoughts, feelings, strategies, and behaviors, which are oriented toward the attainment of goals. In other words, these students are identified by their view of learning as something they do for themselves rather than as something that is done to or for them (Zimmerman, 1988).

What is the benefit of being a self-regulated learner?

- If students develop self-regulatory skills in their learning, they are likely to attain higher levels of academic achievement than students who are naïve or unsophisticated in using self-regulatory skills in their academic learning and performance.

6 Components of Self-Regulation

- Motivation
- Methods of learning
- Use of time
- Physical environment
- Social environment
- Performance

Are these statements typical of your child always, sometimes, or never?

1. S/he can self-motivate when s/he needs to.
2. S/he plans how to use his/her time.
3. S/he uses different study methods for different types of assignments and tests.
4. S/he modifies or changes his/her study environment to best concentrate."
5. S/he seeks help when s/he needs it.
6. S/he evaluates his/her work to determine progress made toward meeting personal and academic goals.

Motivation

- “the internal processes that gives behavior its energy and direction” (Dembo, 2000).
- What do you attribute success or failure to? Ability or Effort?
- High achievers set goals to motivate themselves.
- Motivated and self-regulated individuals use positive “self-talk”.

Methods of Learning

- “Learning strategies are the methods students use to acquire information.”
- Higher achieving students use more learning strategies—i.e. when reading a textbook, they turn the headings into questions and then try to find the answer to the question in the passage.

Use of Time

- How you use your time is more predictive of your GPA and college success than is your SAT score (Britton & Tesser, 1991)
- Problems in this area can be related to one or more of the following:
 - Uncertainty of what is to be accomplished (lack of goals)
 - Failure to break the goals into a series of tasks
 - Lack of awareness about how to manage time, or how much time is required to complete a task

Physical & Social Environment

- Affect Attention & Concentration
- "Relates to the ability to determine when you need to work alone or with others, or when it is time to seek help from instructors, tutors, peers, and nonsocial sources such as a reference book, additional textbooks or the internet"
(Zimmerman & Risemberg, 1997)

Performance

- "I evaluate the results of each of my exams to determine how I can better prepare for future exams."
- "If I find that I don't understand what I'm reading, I slow down and reread the material."

References

- Bandura (1982). Self-efficacy mechanism in human agency. American Psychologist, 37, 122-147.
- Bell, B., & Kozlowski, S. (2002). Adaptive guidance: Enhancing self-regulation, knowledge, and performance in technology-based training. Personnel Psychology, 52, 267-306.
- Britton, B.K., & Tesser, A. (1991). Effects of time management practices on college grades. Journal of Educational Psychology, 83, 405-410.
- Dembo, M. (2000). Motivation and learning strategies for college success. New Jersey: Lawrence Erlbaum.
- Dembo, M. H. (1994). Applying Educational Psychology (5th ed.). White Plains, New York: Longman.
- Pintrich, P. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, 82, 33-40.
- Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from process goals to outcome goals. Journal of Educational Psychology, 89, 29-36.
- Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulation. Journal of Educational Psychology, 80, 284-290.



Enjoy the time in class
with your child!