Self-Regulated Learning: The Foundation of ePEARL 4.0

What is Self-Regulated Learning?

At the simplest level, self-regulation refers to the ways people generate thoughts, actions, and emotions necessary to attain their goals. As Zimmerman and Schunk (2001) note, “Self-regulated learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of personal goals” (p.1).

A substantive body of research evidence demonstrates that students who engage in self-regulated learning (SRL) have higher levels of achievement across disciplines (literacy, music, etc.) and ages (primary school to adult learners). Research also shows that technology can be a powerful tool to help develop self-regulatory skills (Abrami et al, 2009; Schunk & Zimmerman, 1997; 2007).

ePEARL 4.0 is designed to support, scaffold, and encourage self-regulated skills in students. The tool is based on a model proposed by Professor Barry Zimmerman, who has identified three key phases in self-regulation:

- Forethought (planning)
- Performance control (doing)
- Self-reflection (reflecting)

Students who follow this three-phase model are likely to:

- Accurately describe the task, set learning goals, and develop a work plan.
- Share their work, give and receive feedback, reflect on the results, and apply lessons learned to new projects.
- Monitor their work using the plan they made, making use of learning strategies and tools.
Six Dimensions of Self-Regulation

To support and encourage self-regulated learning, educators may find it helpful to consider six self-regulatory processes that Zimmerman (1998) identified. These processes can be summed up by one-word questions, whose answers help deepen and illuminate the overall SRL cycle.

<table>
<thead>
<tr>
<th>Scientific Question</th>
<th>Psychological Dimensions</th>
<th>Task Conditions</th>
<th>Self-Regulatory Attributes</th>
<th>Self-Regulatory Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>Motive</td>
<td>Choose to participate</td>
<td>Self-motivated</td>
<td>Goal-setting and self-efficacy</td>
</tr>
<tr>
<td>How?</td>
<td>Method</td>
<td>Choose method</td>
<td>Planned or routinized</td>
<td>Task strategies, imagery, and self-instruction</td>
</tr>
<tr>
<td>When?</td>
<td>Time</td>
<td>Choose time limits</td>
<td>Timely and efficient</td>
<td>Time management</td>
</tr>
<tr>
<td>Where?</td>
<td>Physical Environment</td>
<td>Choose setting</td>
<td>Environmentally sensitive and resourceful</td>
<td>Environmental structuring</td>
</tr>
<tr>
<td>With Whom?</td>
<td>Social</td>
<td>Choose partner, model, or teacher</td>
<td>Socially sensitive and resourceful</td>
<td>Selective help seeking</td>
</tr>
</tbody>
</table>


What does the research say?

Research evidence (see Further Reading section for references) shows that, over time, self-regulated learners:

- Are more likely to attain their goals
- Focus not just on skills but the processes for acquiring those skills
- Feel more ownership over their learning
- Become lifelong learners

Further Reading

ePEARL 4.0 supports and scaffolds the use of self-regulated learning. Over the years, CSLP researchers have studied how using a SRL-focused portfolio affects learning in different disciplines and with students of varying ages. Below are references to articles about the implementation, use, and effectiveness of previous versions of ePEARL:


