Implementing Self-Regulated Learning Strategies to Sustain Learning

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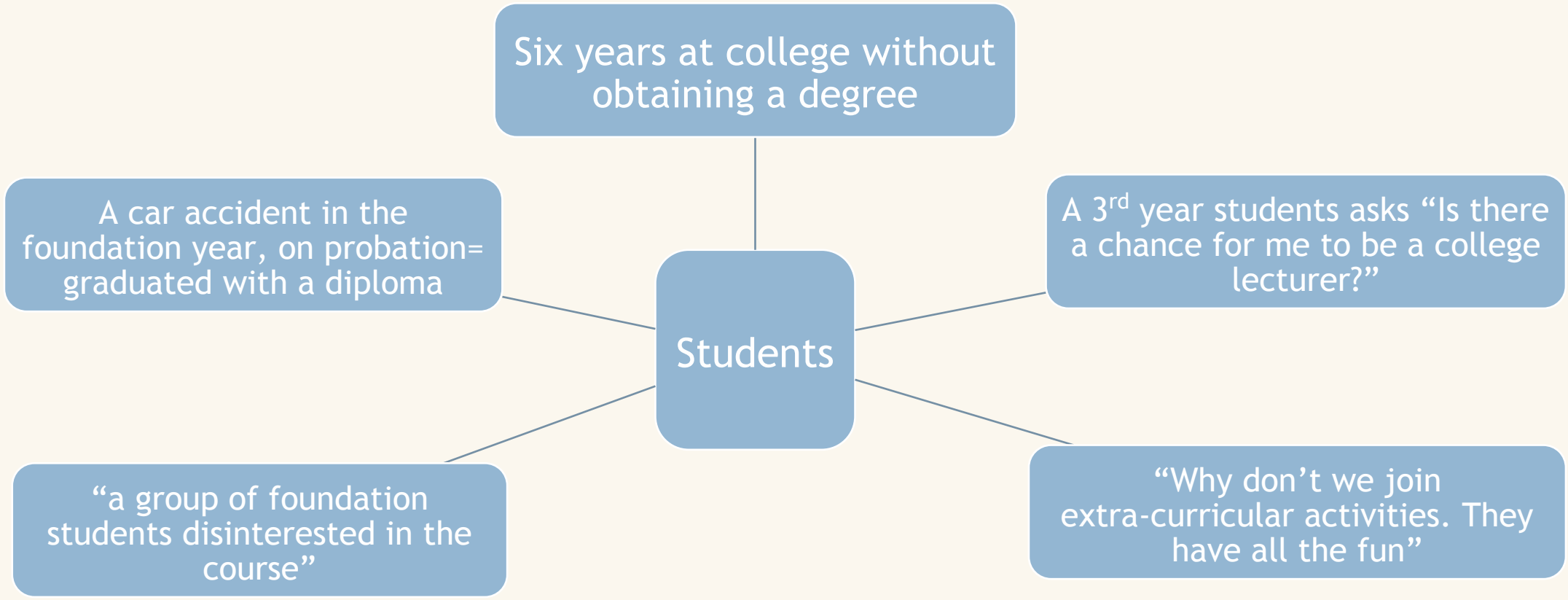
Different Scenarios



Why self-regulation and sustainable assessment

- Teachers' and students' concerns

- My observation

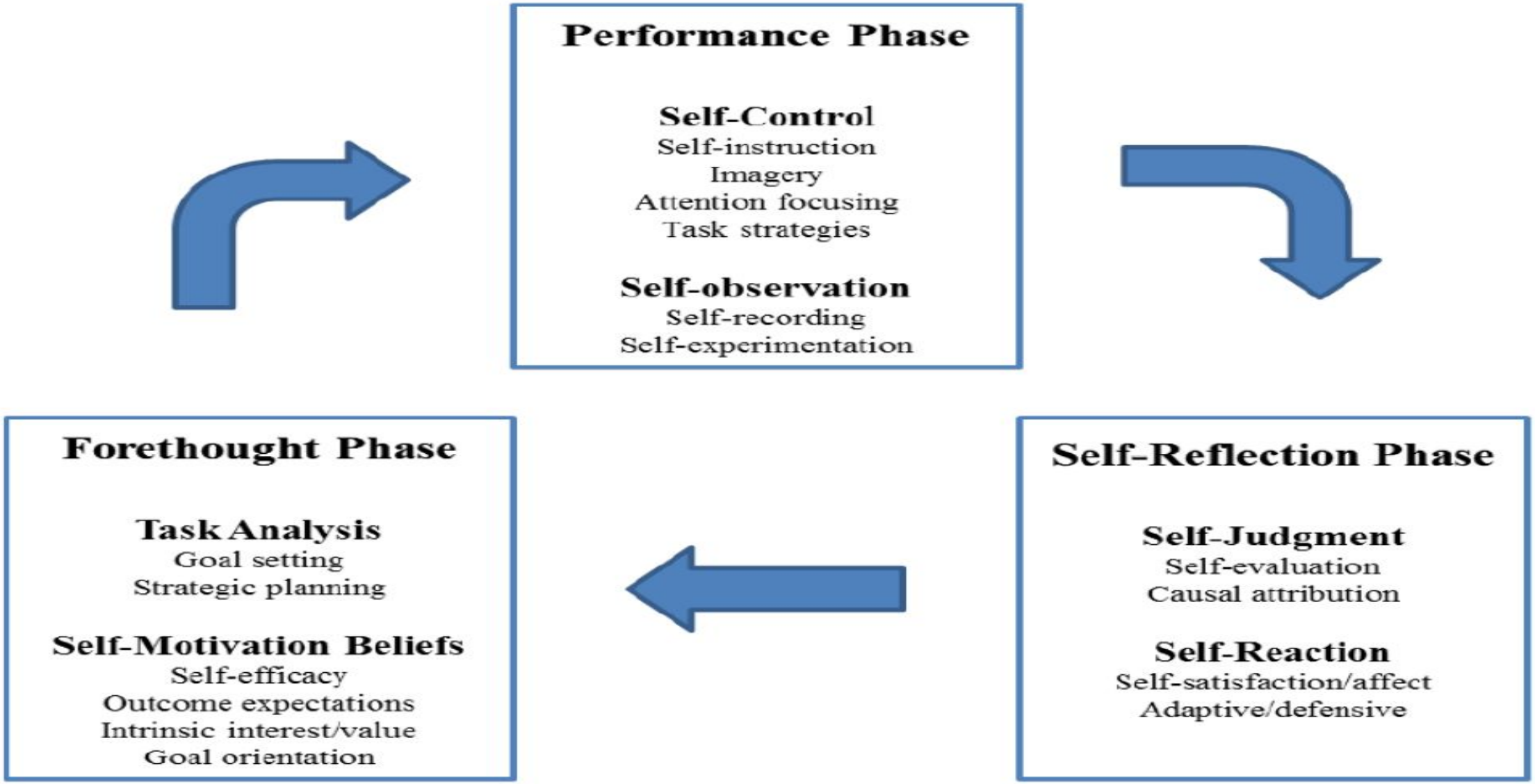
Research questions

- **How can A Research-informed Approach to the Integration of Self-Regulated Learning Strategies Support Sustainable Assessment Practices at a College of Education, Oman?**
- What is students' understanding of self-regulated learning (SRL) and how do they use it in academic tasks?
- Would a SRL intervention/integration in a writing Academic English Skills (AES) course involving teacher modelling of SRLS improve students' academic achievement?
- What evidence is there that the impacts of the intervention/integration are sustained beyond the immediate assessment task(s)? Are students able to transfer the strategies learnt through the intervention to different courses in the foundation programme?

Self-regulation

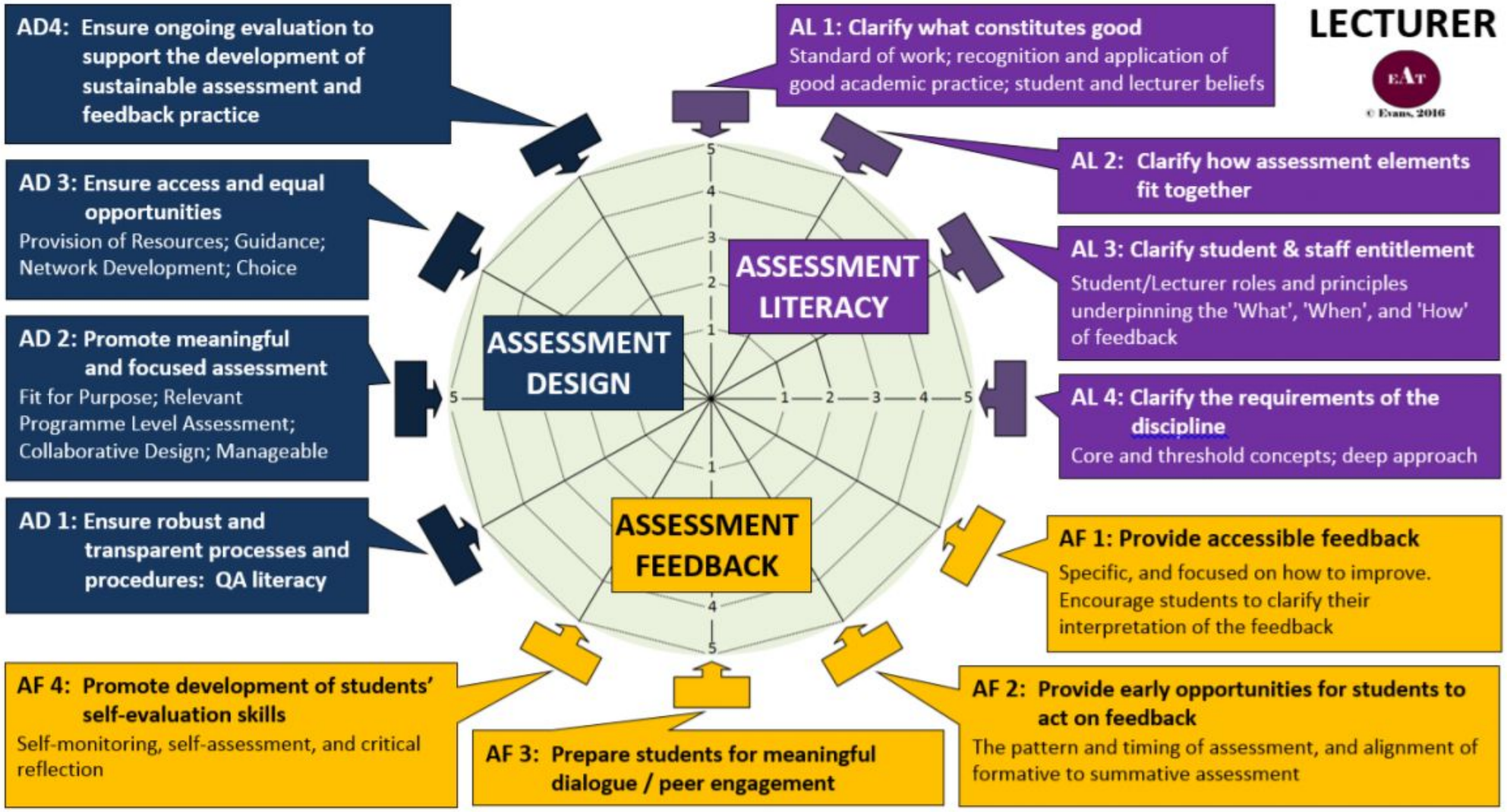
Self-regulated learning is a learner's ability to regulate his/her learning in different contexts. It involves a learner's activation and 'sustainability' of cognition, behaviour and emotions directed towards achieving goals (Brooks, 1997, cited in McMahon & Luca, 2001)

Zeinder et al.'s (2000, cited in Puustinen & Pulkkinen, 2001) defined SRL as an 'overarching construct' that encompasses aspects such as regulating cognitive and metacognitive skills by managing one's own health and stress.



Zimmerman 2000

APPENDIX B: EAT areas document



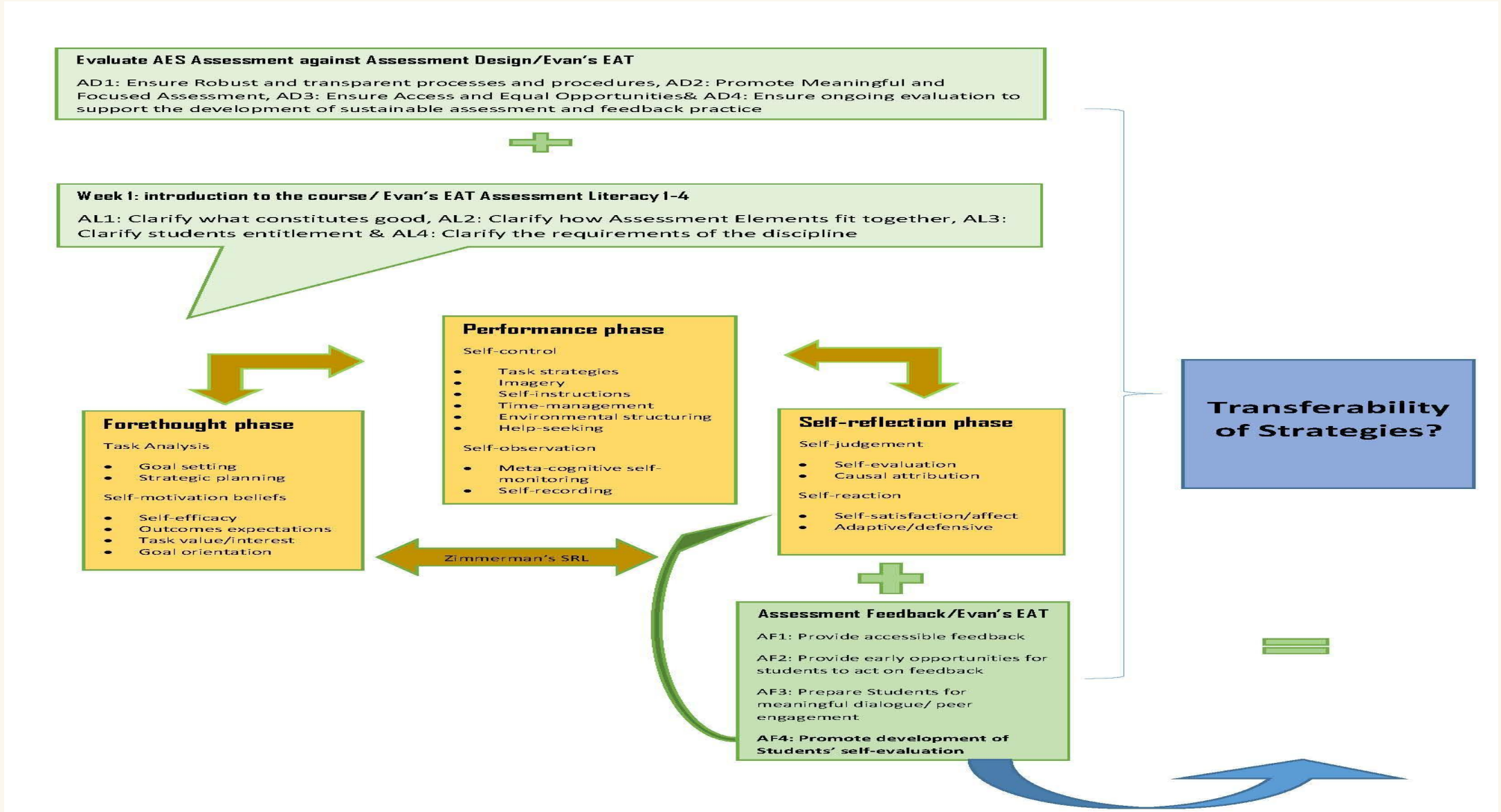
Sustainable Assessment

Sustainable assessment aims to meet “the needs of the present and prepares students to meet their future needs” (Boud, 2000, 151).

Boud and Soler (2015) defined sustainable assessment as a bridge between teaching and learning, repositioning assessment as an integral part of curriculum and pedagogy.

Sustainable assessment should prepare learners to develop informed judgements, construct reflexive learners of their own performance and form the becoming practitioners of future jobs (Boud & Soler, 2015)

* Sustainable assessment tasks should have certain features such as being transparent, continuous/periodical and engage students.



Self-regulation-sustainable assessment framework

SRLS scale

Intervention

- SRLS-A scale and writing task as pre-tests
- Modelling SRLS throughout the academic semester
- Interviews towards the end
- SRLS-A scale and writing task as post-tests

Phase 1

- Interviews towards the end
- SRLS-A scale and writing task as post-tests

Phase 2

Initial Observation

Different factors can interfere

Teaching style
Students' motivation and expectation
Researcher role
Learners' background
Context/environment
Repetition of intervention/length
Assessment literacy
Language/learning/self-regulated skills

Thank you