



Self Regulated Learning: A Path of an Innovative Method

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1. Introduction

According to Zimmerman (1989), self-regulated learners are individuals who are “metacognitively, motivationally, and behaviorally active participants in their own learning process”. One feature of this definition is how and why students choose to use a particular process or strategy.

“Self-regulated learning (SRL) as the three words imply, emphasis autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement”. In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies. They appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control.

The shift from behaviorism to cognitivism in educational psychology has placed an increasing responsibility on learners for their own learning, and self-regulated learning has become a frequent area of educational research.

This article describes how self-regulated learning (SRL) has become a popular topic in research in educational psychology and how the research has been translated into classroom practices. Research during the past 30 years on students' learning and achievement has progressively included emphasis on cognitive strategies, Meta cognition, motivation, task engagement, and social supports in classrooms. SRL emerged as a construct that encompassed these various aspects of academic learning and provided more holistic views of the skills, knowledge, and motivation that students acquire. Whether SRL is viewed as a set of skills that can be taught explicitly or as developmental processes of self-regulation that emerge from experience, teachers can provide information and opportunities to students of all ages that will help them become strategic, motivated, and independent learners.

2. Definition of Self-regulated learning

“ self-regulated learning is active, constructive process hereby learners set goals for their learning and then attempt monitor regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features of the environment. Those self-regulated activities can mediate the relationship between individuals and context and their overall achievement.

-Pintrich (2000) p.453

“Self-regulated learning is a form of learning in which individuals, depending on the type of their motivation to learn autonomously, deploy one or more. Self regulatory measures (of a cognitive, Meta cognitive, behavioral nature) and monitor the progress of their learning”

-Shiefele and Perkrum (1996) p.258

3. SRL Means

That a person is met cognitively, socially, motivationally and behaviorally active in his or her own problem-solving processes using self observation, self-judgment and self-reaction to attend to information plan and manage time process integrate and organize knowledge maintain a positive sense

of self efficacy establish a productive work environment; Use social resources effectively; and experience a positive anticipation about the potential outcomes of learning new information.

4. Therefore SRL Means

1. Setting Goals
2. Monitor
3. Regulate
4. Control Cognitions
5. Motivation
6. Self-efficacy
7. Create Social environment
8. Select Structure
9. Material environment
10. Problem-solving process
11. Self-observation
12. Self-judgment
13. Using Social resources effectively

5. Importance of Research on Self Regulated Learning

Self-regulation concerns the entire range of factors that affect student performance. Intelligence is a controversial construct describing factors about which teacher impact at best, is limited. Self-regulation is something that is teachable and not especially constrained by intelligence. Self-regulation accounts for the ability of persons of modest intelligence to become skilled master of very complex tasks. Interventions aimed at improving Self-regulation are one way for teachers which impact student's lives. Teaching Self-regulation may be the most important thing a teacher can do for students, it may amount to empowering them to be lifelong learners. This kind of thinking pervades the community of educational psychologists studying these issues. A new vision of education is emerging. It is in which children are provided procedural instruction throughout their academic careers. Understanding the notion of Self-regulation is important for teachers because teaching requires problem- solving and invention. Teachers face problems and challenges that are complex and rarely straightforward. Teaching teachers fact and rigid decisionmaking models is less effective than nurturing.

6. Cycle of Self-Regulated Learning

1. Planning phase

The planning phase of SRL "sets the stage" for learning. During this phase. Investigator will do the following:

1. Analyze the learning task.
2. Set learning goals (make sure these goals are very clear).
3. Plan learning strategies (consider a variety of ways to approach the learning task).

2. Monitoring phase

During the monitoring phase, implement plan from phase one. While monitoring make sure that they are making progress forwards their learning goal.

3. Evaluating phase

During the evaluating phase investigator determine how well chosen strategy worked. Self-regulated learning is an unavoidable issue in learning especially in advanced education. In most of learning, learners required to be self-regulated learner, for instance, selecting goals to pursue, how to use the resources available to them, how to plan allocate resources, seek-help, evaluate their own performance revise and correct their own work by acquiring this ability or by leading learners to this way as self-regulated students will take pride in their effort and meaning for teachers and students.