Self-Regulation for Learning:
Helping Students Learn How to Learn
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@RichardCash

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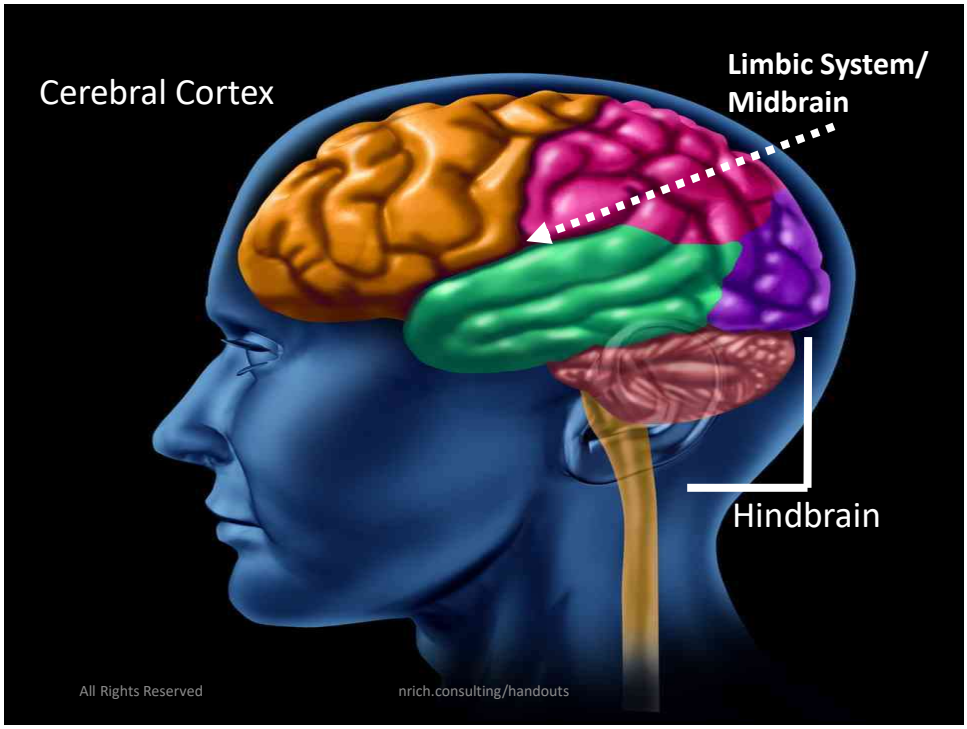
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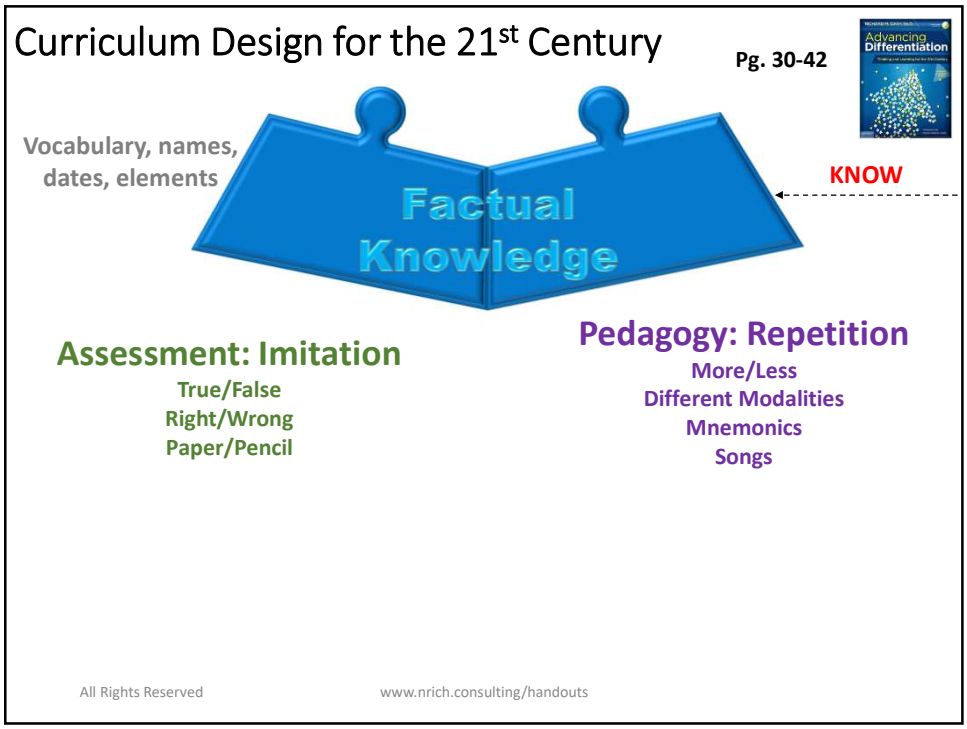
Curriculum Design for the 21st Century
Pg. 30-42
Advancing Differentiation
Vocabulary, names, dates, elements
Factual Knowledge
KNOW
Assessment: Imitation
True/False
Right/Wrong
Paper/Pencil
Pedagogy: Repetition
More/Less
Different Modalities
Mnemonics
Songs
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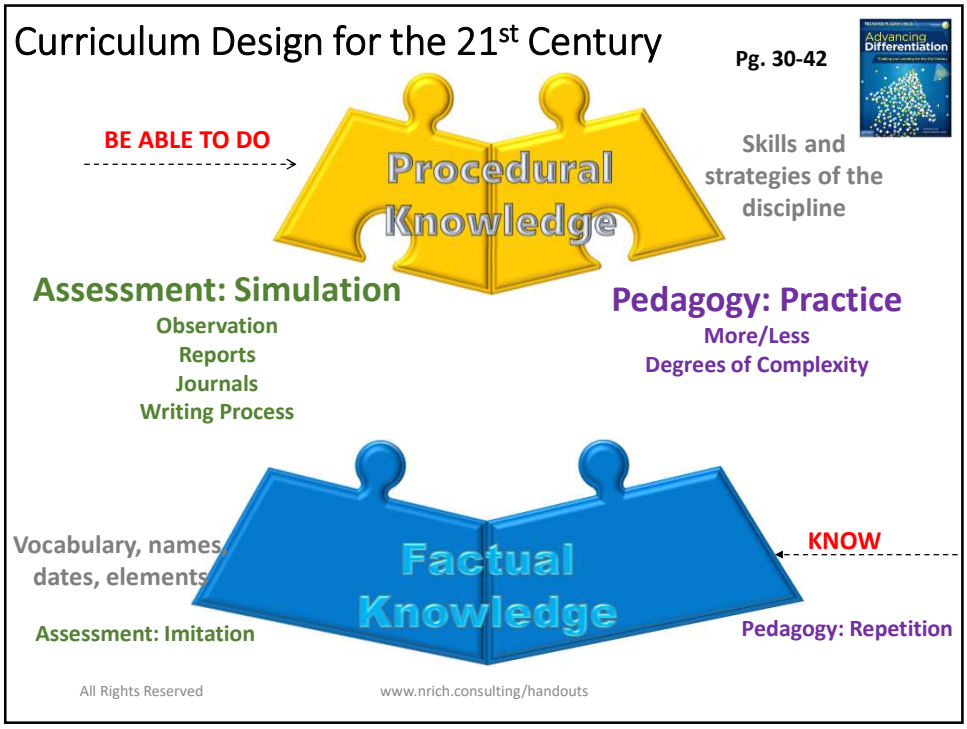
Curriculum Design for the 21st Century
Pg. 30-42
BE ABLE TO DO
Procedural Knowledge
Skills and strategies of the discipline
Assessment: Simulation
Observation
Reports
Journals
Writing Process
Pedagogy: Practice
More/Less
Degrees of Complexity
Vocabulary, names, dates, elements
Factual Knowledge
KNOW
Assessment: Imitation
Pedagogy: Repetition
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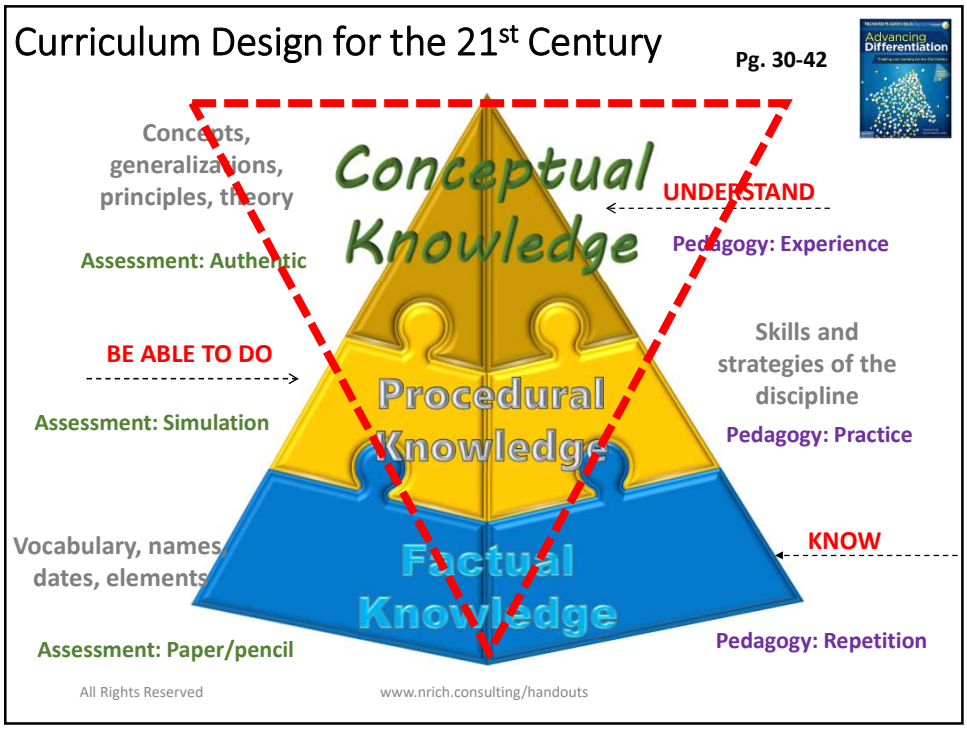
Curriculum Design for the 21st Century
Pg. 30-42
Concepts, generalizations, principles, theory
Conceptual Knowledge
UNDERSTAND
Assessment: Authentic
Pedagogy: Experience
BE ABLE TO DO
Skills and strategies of the discipline
Assessment: Simulation
Procedural Knowledge
Pedagogy: Practice
Vocabulary, names, dates, elements
Factual Knowledge
KNOW
Assessment: Paper/pencil
Pedagogy: Repetition
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Defining Self-Regulation for Learning

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Many learners are frustrated due to their lack of self-regulation for learning

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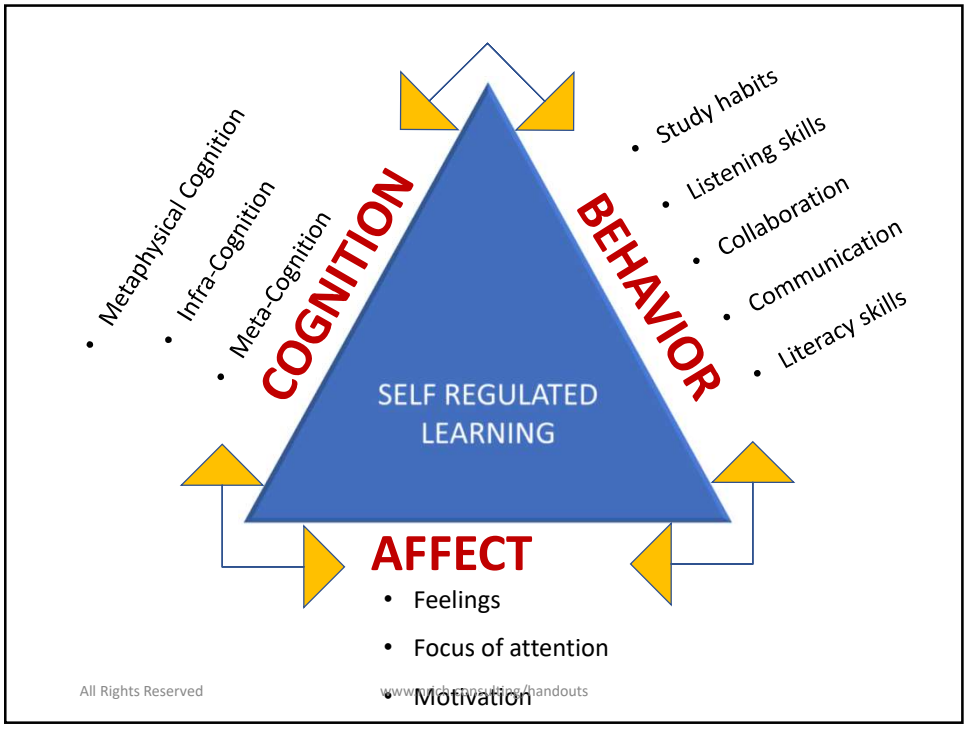
COGNITION
Metaphysical Cognition
Infra-Cognition
Meta-Cognition
BEHAVIOR
Study habits
Listening skills
Collaboration
Communication
Literacy skills
SELF REGULATED LEARNING
AFFECT
Feelings
Focus of attention
Motivation
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Developing Self-Regulated Learns
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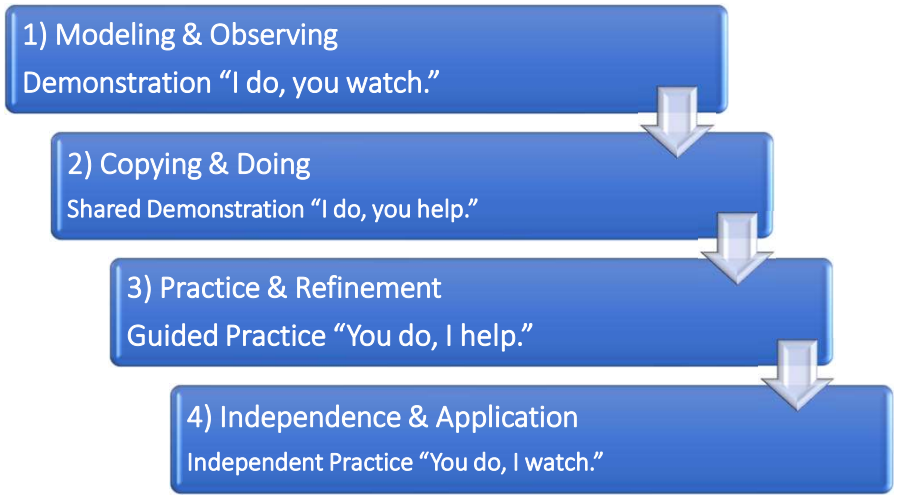
Four Stages of Self-Regulation

Based on work by Zimmerman, Bonner, & Kovach, 1996; Zimmerman & Kitsantas, 1997



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	Affective	Behavioral	Cognitive
Stage 1 Model-Observe	• Discuss feelings about virtual learning • Take time to investigate websites to increase interest • Build confidence of learning virtually	• Set time limits for being on line • Model avoiding distractions • Encourage interactions with others virtually	• Introduce using graphic organizers • Introduce thinking strategies • Provide step-by-step ways of thinking
Stage 2 Copy-Do	• Encourage self-talk • Encourage discovery of interests	• Model corrections • Design group work for support	• Provide time for reflection • Suggest using thinking strategies
Stage 3 Practice-Refine	• Encourage making affirmations about emotions	• Focus on deliberate practice • Focus on strategy implementation	• Encourage verbalization of what's working or not working (self-assessment)
Stage 4 Independence-Apply	Monitor students': • Maintaining a positive outlook • Fluidly adjusting emotional responses	Monitor students': • Self-monitoring until aware of excellence • Seeking help when necessary	Monitor students': • Automatically implementing grand thinking skills • Focusing metacognition on mastery

12

13

Model/Didactic: I do, you watch

- Teacher directs all learning
- Students are passive
- Whole group activities

- Instructional Strategies:
  - Lecture
  - Mini-Lesson
  - Webinars
  - YouTube

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Model/Didactic: I do, you watch

- What Parents can do:
  - Model
    - Dealing with disruption
    - Positive attitude
    - Organization
  - Create a learning space
  - Provide personal space
  - Keep a consistent schedule
  - Be even keeled
  - Be confident

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Modeling:

- Talk about how you handle feeling badly, being excited or stressed
- Show positive ways to deal with difficult situations
- Think out loud so they hear how you plan, organize & think through situations

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Copy/Facilitated: I do, you help

- Teacher determines activities
- Students work in groups
- Flexible groups
- Students engage in peer evaluation

- Instructional Strategies:
  - Station/Centers
  - Group work

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Copy/Facilitated: I do, you help

- What Parents can do:
  - Listen and teach to listen
  - Respect differences
  - Give them time (free from stress)
  - Find joy every day
  - Don’t save—support!
  - Assist in connecting with others

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Copying:

- Help students talk through their feelings and think of ways they can remain positive, reduce stress, deal with difficult situations and so forth
- Provide opportunities for students to work through difficulties where they feel supported and nurtured
- Have your students think out loud with you as they plan, organize and deal with difficult situations

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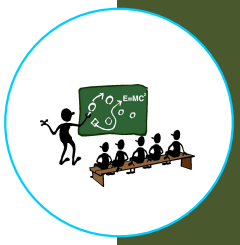
Practice/Coached: You do, I help

- Teacher guides learning based on standards
- Students assume responsibility to pursue pathways to standards
- Independent learning activities
- Instructional Strategies:
  - Internet investigations
  - Choice Options: Readiness, Interest, Learner Type
  - Learning Menus: Project Zero (pz.Harvard.edu)



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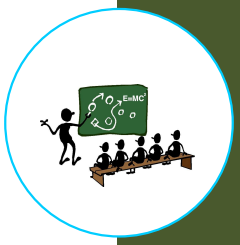
Practice/Coached: You do, I help

- What Parents can do:
  - Build up confidence
  - Teach ways to destress
  - Don't save—help find the answer
  - Celebrate successes
  - Reflect together on the ABCs
  - Provide time for them to socialize
  - Stay positive



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Practicing:

- Daily, ask students to monitor how they manage their feelings, motivation and drive during class
- Observe students and offer advice when they are working through a difficult situation
- Ask students to explain examples of how they think throughout class

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Independent/Consultative: You do, I watch

- Student determines goals based on standards
- Teachers work with students to achieve goals
- Self-directed learning

- Instructional Strategies:
  - Passion Projects
  - Self-Guided Study

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Independent/Consultative: You do, I watch

- What Parents can do:
  - Stay supportive
  - Reinforce study habits
  - Provide opportunities to help others
  - Cheer from the side
  - Encourage reflection on the ABCs

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Independence:

- Check in with students routinely to have them identify their feelings, levels of motivation and what drives them
- Have students tell you how they work through complex issues or situations both inside and outside of school
- Have students explain the way they think about what they are doing and their future

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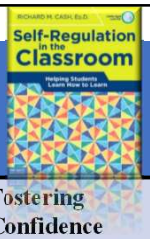

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	Model & Observe	Copy & Do	Practice & Refinement	Application & Independence
Fostering Confidence	Create positive learning environment	Provide space for students to stretch intellectually	Practice advanced thinking skills	Student independently put advance thinking skills to use
Goal Setting	Model goal setting	Use graphic organizers for goal setting	Guide students to setting goals	Student independently set appropriate goals
Monitoring the Goal	Model monitoring and adjusting	Provide immediate descriptive feedback	Confer with students regarding goal attainment	Student seeks out feedback regarding goal attainment
Reflection on the Goal	Model reflection based on assessments	Work with peers on reflection of performance	Assist student in gathering feedback	Student independently documents own learning progress

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Developing Self-Directed Learners

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Phases of Learning

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Fostering Confidence

- Show what success looks like
- Build up self-beliefs
- Build up self-efficacy
- Visualize success

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Setting a Goal

- Short term, small, realistic goals
- Narrow focus-avoid "noise"
- Define what's needed to get there
- Visualize reaching the goal
- Guides/Structures to reaching the goal

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Monitoring Goals

- Plan for hurdles- have a backup plan
- Adjust when necessary
- Materialize by making a "to do" list
- Surround yourself with positive people/peers

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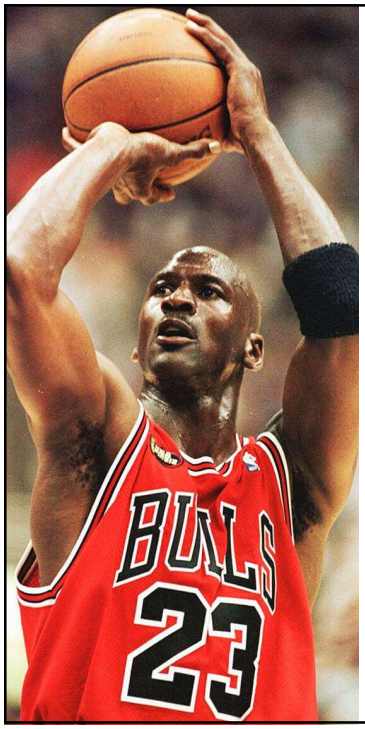

Review & Reflection

- Self assessment
- Measure the worth of goal, effort, activity…
- List "what's next"
- What needs attention

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Helping Students Learn How to Learn
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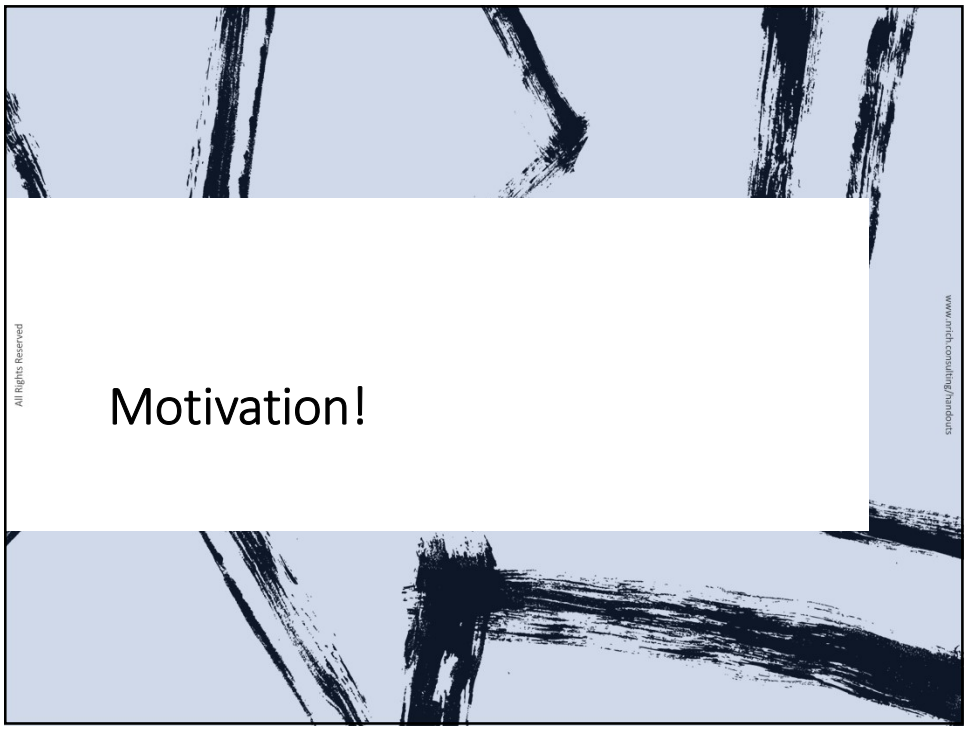
Motivation!
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The use of extrinsic reward &/or punishment has ***little to no*** effect on achievement.

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Elliot, A. J.

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Two Types

Intrinsic	Extrinsic
• Develops from the inside • Drives learning and passions • Personal rewarding	• Develops from the outside • Can change behavior on the surface • Expectations of reward

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Learning Types

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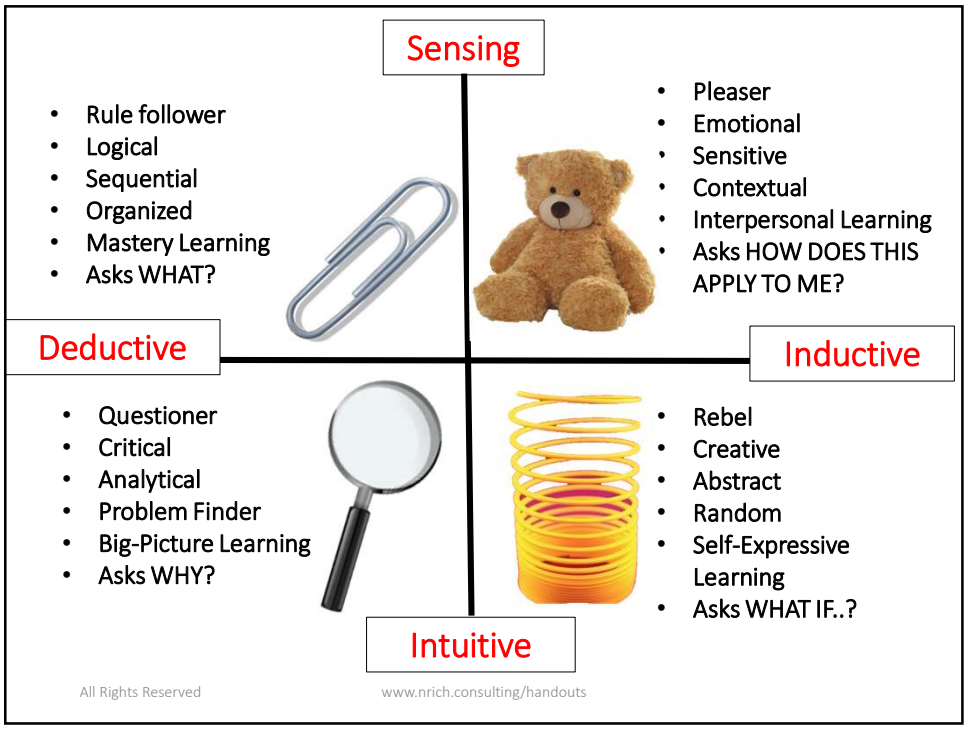

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- Structured
- Rules
- Order
- Outlines
- Step-by-step

- Partner work
- Emotional engagement
- Personal connection
- People driven
- Social justice

Introverted

Extraverted

- Ill-structured problems
- Authentic/real
- Individualized
- Logic/mystery
- Puzzles

- Creative
- Open ended
- Few directions
- Active
- Group involvement

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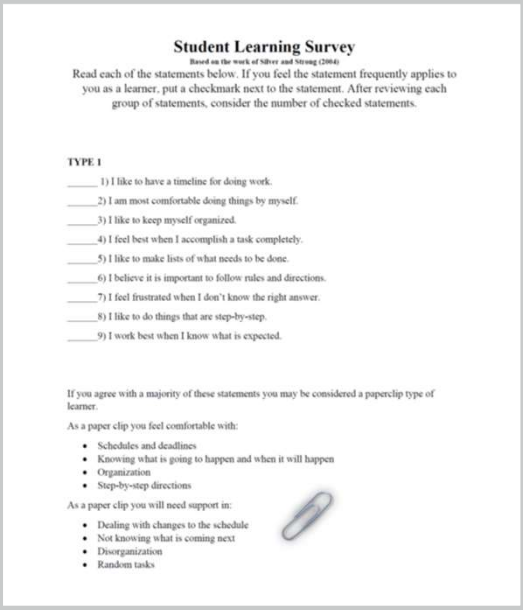

Student Learning Survey

Based on the work of Silver and Strong (2004)

Read each of the statements below. If you feel the statement frequently applies to you as a learner, put a checkmark next to the statement. After reviewing each group of statements, consider the number of checked statements.

TYPE 1

_____ 1) I like to have a timeline for doing work.
_____ 2) I am most comfortable doing things by myself.
_____ 3) I like to keep myself organized.
_____ 4) I feel best when I accomplish a task completely.
_____ 5) I like to make lists of what needs to be done.
_____ 6) I believe it is important to follow rules and directions.
_____ 7) I feel frustrated when I don't know the right answer.
_____ 8) I like to do things that are step-by-step.
_____ 9) I work best when I know what is expected.

If you agree with a majority of these statements you may be considered a paperclip type of learner.

As a paper clip you feel comfortable with:

- Schedules and deadlines
- Knowing what is going to happen and when it will happen
- Organization
- Step-by-step directions

As a paper clip you will need support in:

- Dealing with changes to the schedule
- Not knowing what is coming next
- Disorganization
- Random tasks

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Learning Orientations
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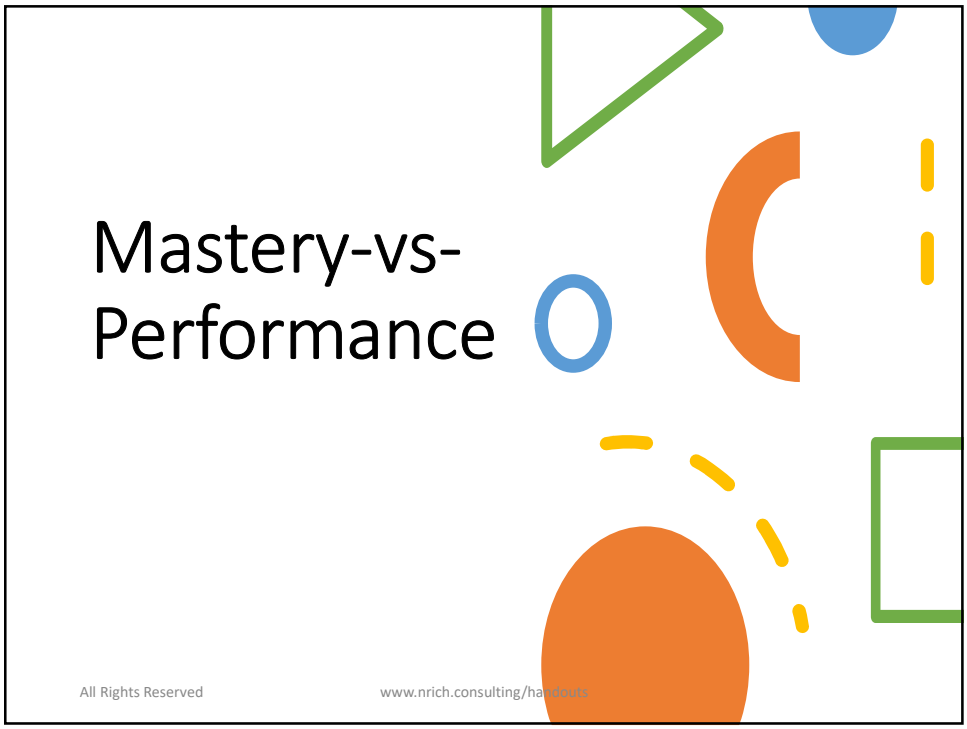
Mastery-vs-Performance
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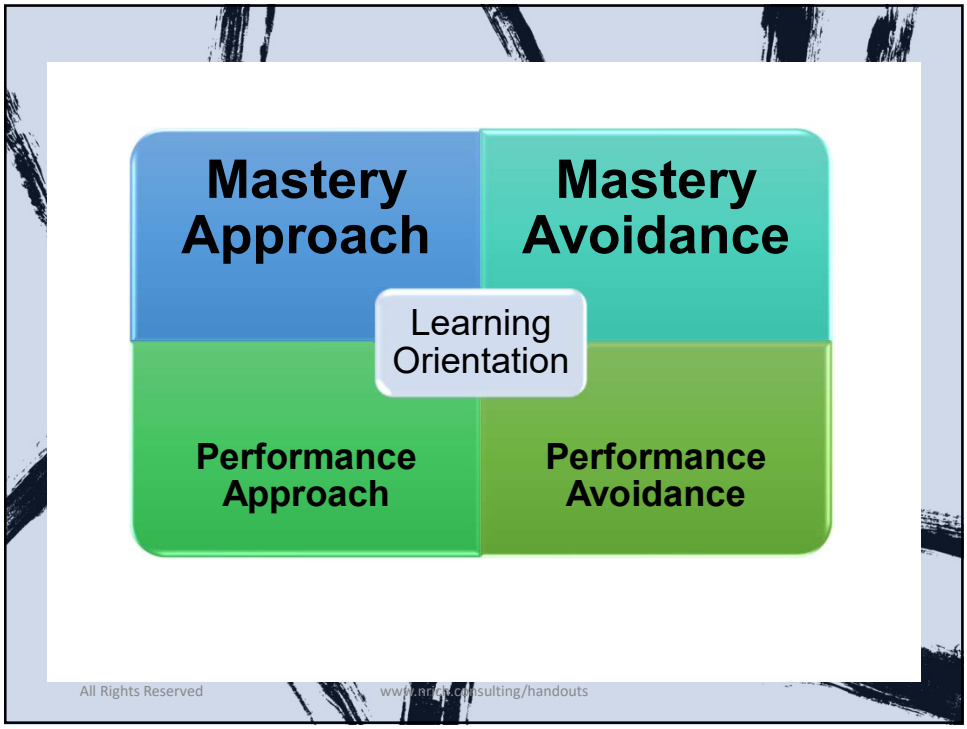
Mastery Approach
Mastery Avoidance
Learning Orientation
Performance Approach
Performance Avoidance
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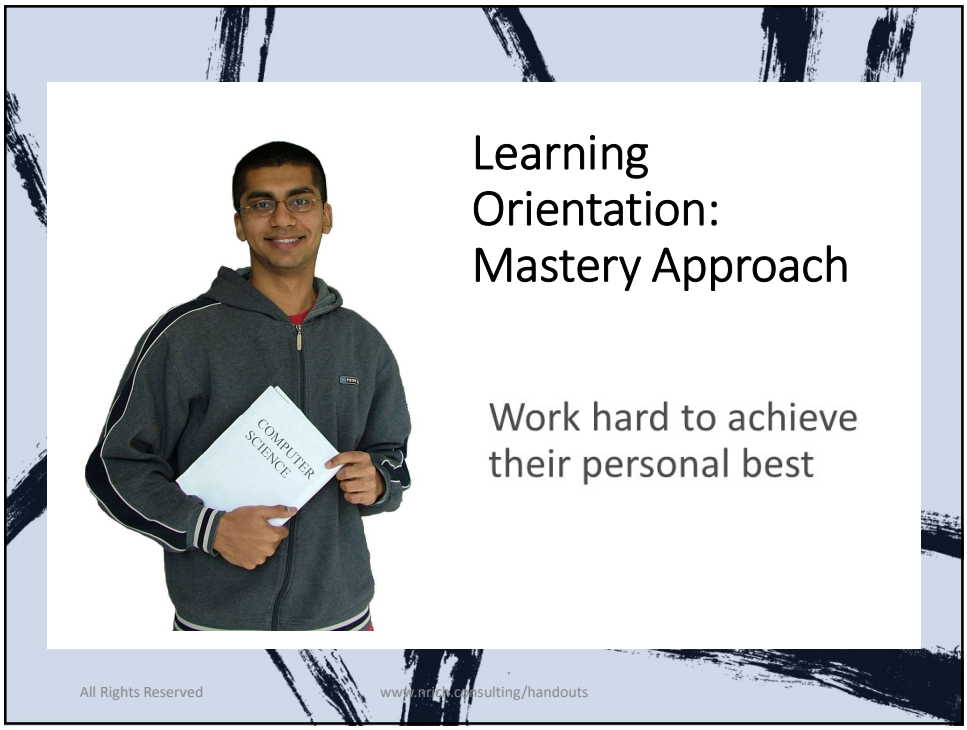
Learning Orientation: Mastery Approach
Work hard to achieve their personal best
COMPUTER SCIENCE
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Learning Orientation: Mastery Avoidance

Are comfortable with being "good enough"

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Learning Orientation: Performance Approach

Compete to be better than others

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Learning Orientation: Performance Avoidance

Fear being defined by their failures

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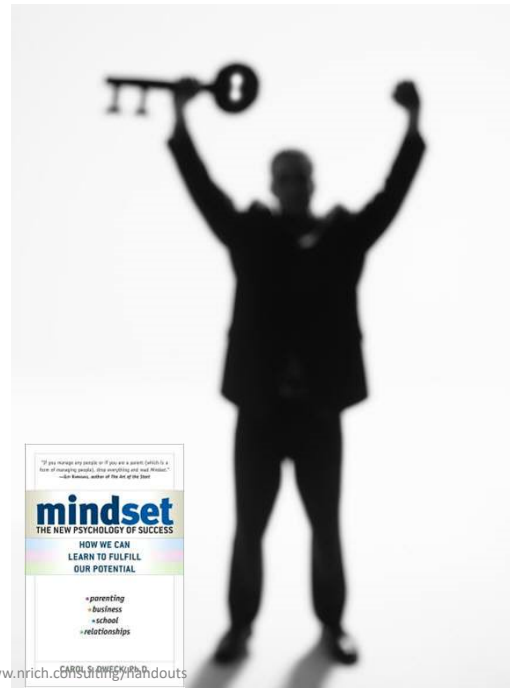
Shifting the Mindset

"Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success."

Dweck, C.S., 2006, pg 44



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10 Study Habits for Student Self-Regulation in Virtual Learning to Increase Accountability

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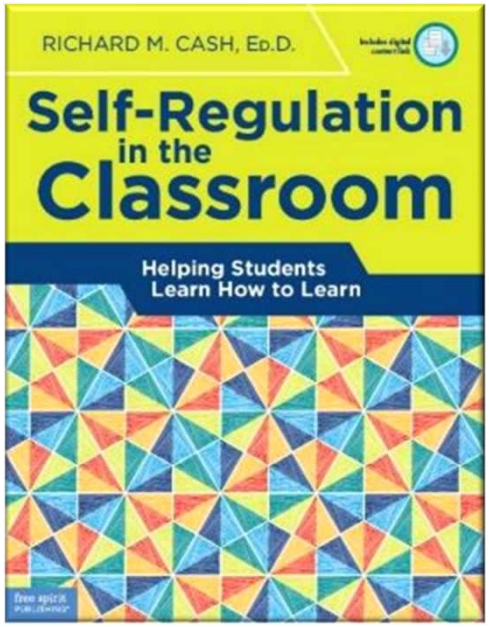

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1) Set a regular time for study/schooling
*Building Confidence

- Teachers: Set regular times to meet with students
- Teachers: Encourage individuals by using text messages or email
- Teachers: Help parents be aware of the time frame
- Students: Follow the schedule to gain a greater sense of normalcy
- Students: Get into a routine
- Students: Make it “time to learn”

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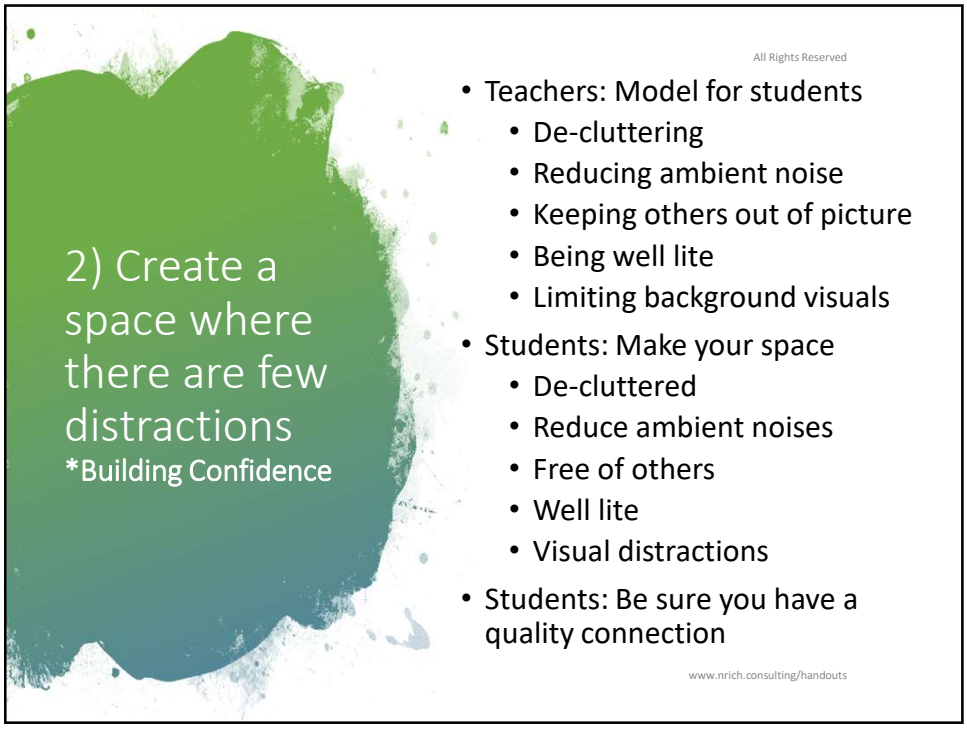
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2) Create a space where there are few distractions
*Building Confidence
• Teachers: Model for students
• De-cluttering
• Reducing ambient noise
• Keeping others out of picture
• Being well lite
• Limiting background visuals
• Students: Make your space
• De-cluttered
• Reduce ambient noises
• Free of others
• Well lite
• Visual distractions
• Students: Be sure you have a quality connection
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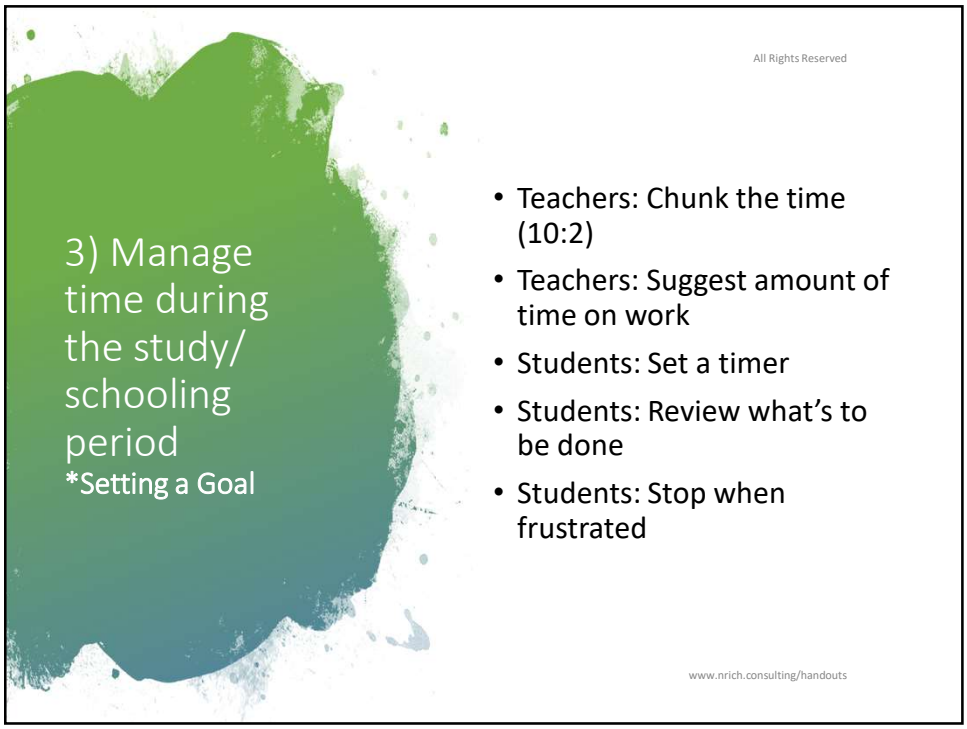
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3) Manage time during the study/ schooling period
*Setting a Goal
• Teachers: Chunk the time (10:2)
• Teachers: Suggest amount of time on work
• Students: Set a timer
• Students: Review what's to be done
• Students: Stop when frustrated
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4) Organize yourself/ materials
*Setting a Goal
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Teachers: Model
All materials at the ready
Technology checked
Power cord
Sound on/awareness of mute
Teachers: Have places to store information in jump drives, file folders (virtual or real)
Students: Be ready
All materials easily accessible
Technology checked
Power cord
Sound on/awareness of mute
Students: Store information in jump drives, file folders (virtual or real)
Students: Get your brain ready
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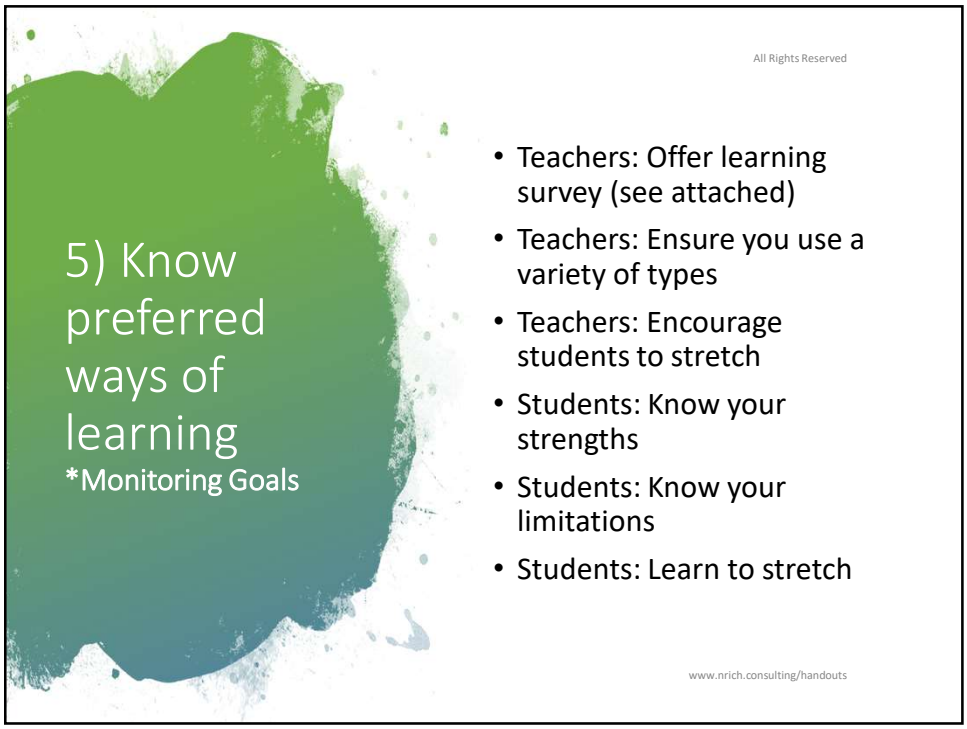
5) Know preferred ways of learning
*Monitoring Goals
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Teachers: Offer learning survey (see attached)
Teachers: Ensure you use a variety of types
Teachers: Encourage students to stretch
Students: Know your strengths
Students: Know your limitations
Students: Learn to stretch
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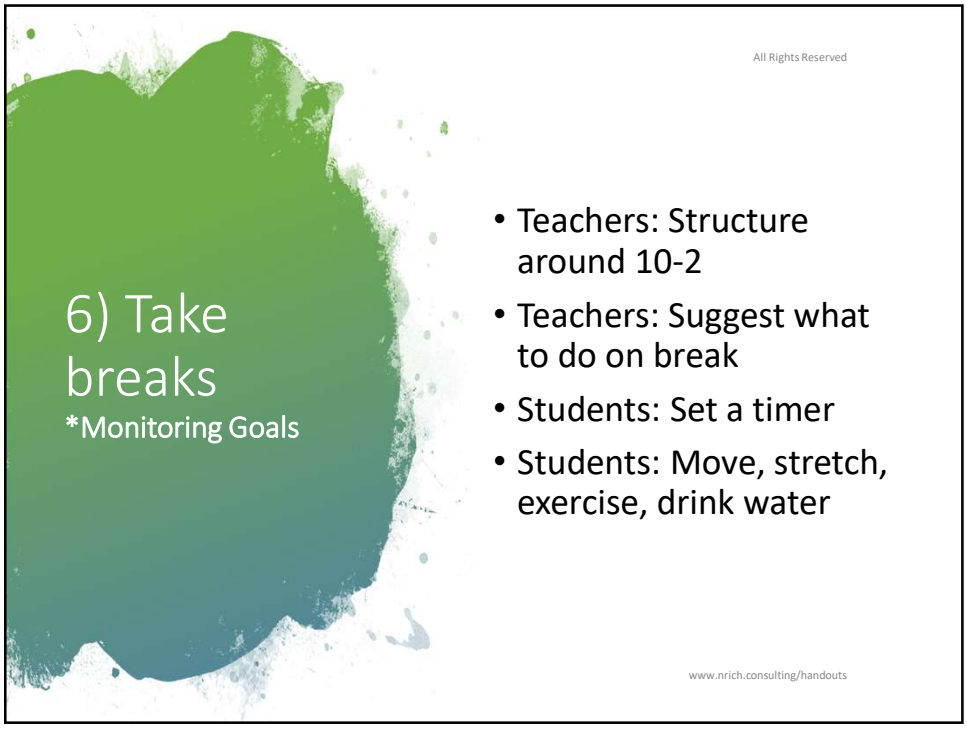
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6) Take breaks
*Monitoring Goals
• Teachers: Structure around 10-2
• Teachers: Suggest what to do on break
• Students: Set a timer
• Students: Move, stretch, exercise, drink water
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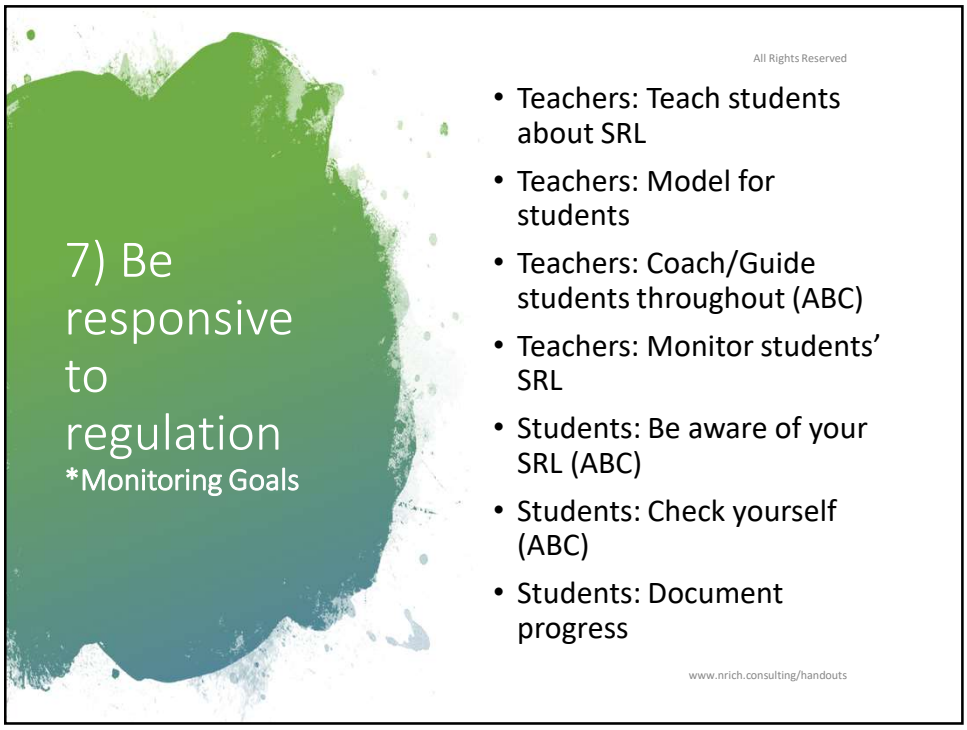
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7) Be responsive to regulation
*Monitoring Goals
• Teachers: Teach students about SRL
• Teachers: Model for students
• Teachers: Coach/Guide students throughout (ABC)
• Teachers: Monitor students' SRL
• Students: Be aware of your SRL (ABC)
• Students: Check yourself (ABC)
• Students: Document progress
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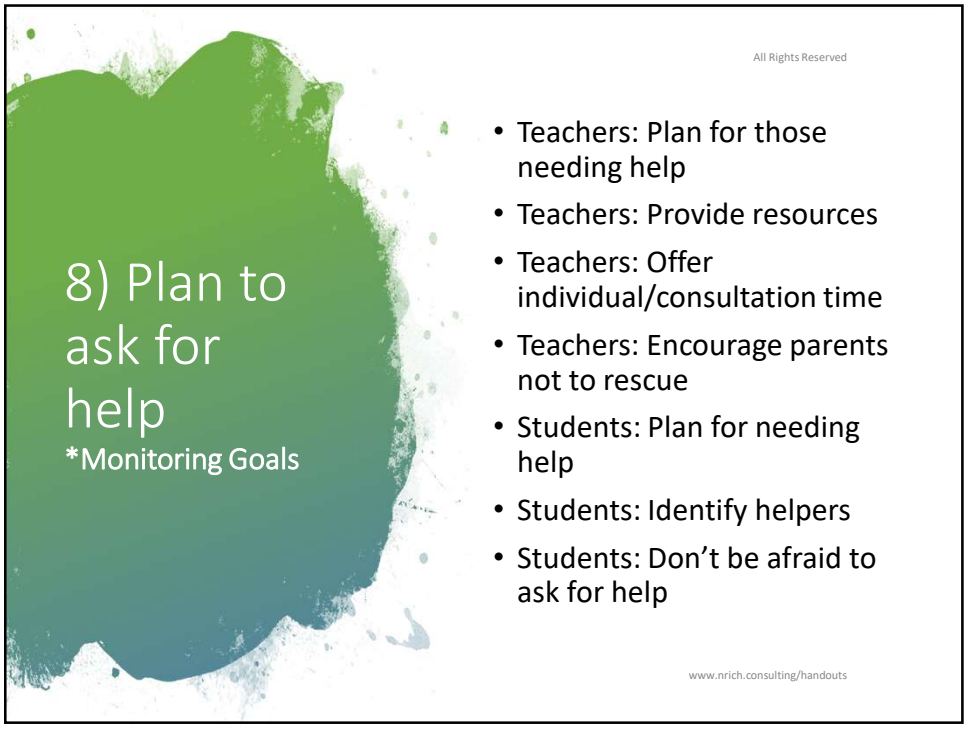
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8) Plan to ask for help
*Monitoring Goals
• Teachers: Plan for those needing help
• Teachers: Provide resources
• Teachers: Offer individual/consultation time
• Teachers: Encourage parents not to rescue
• Students: Plan for needing help
• Students: Identify helpers
• Students: Don't be afraid to ask for help
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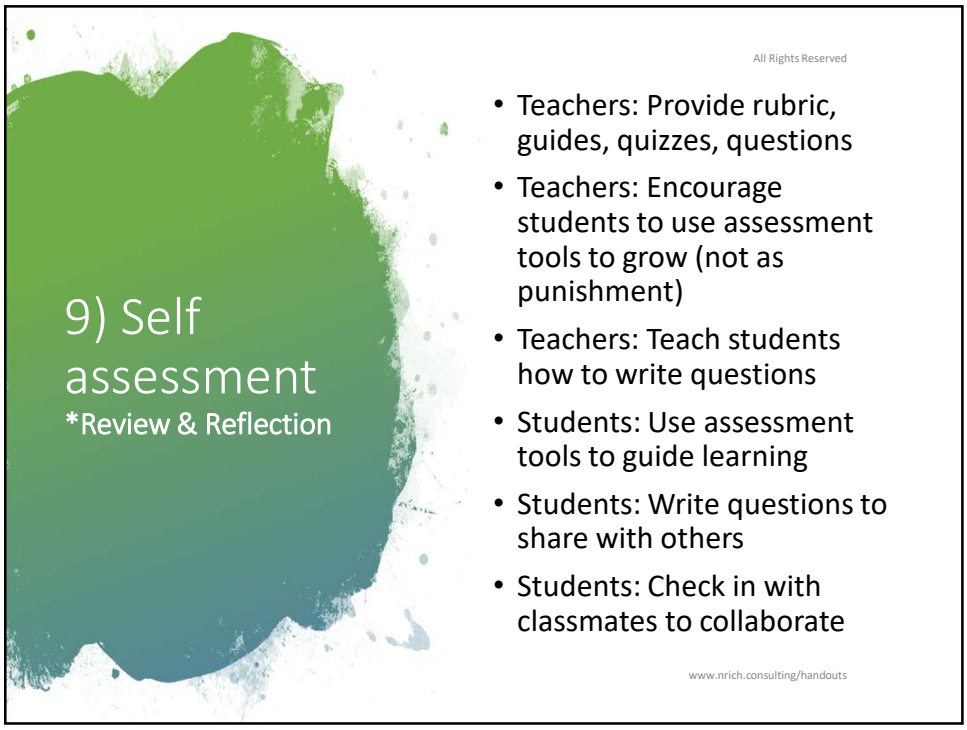
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9) Self assessment
*Review & Reflection
• Teachers: Provide rubric, guides, quizzes, questions
• Teachers: Encourage students to use assessment tools to grow (not as punishment)
• Teachers: Teach students how to write questions
• Students: Use assessment tools to guide learning
• Students: Write questions to share with others
• Students: Check in with classmates to collaborate
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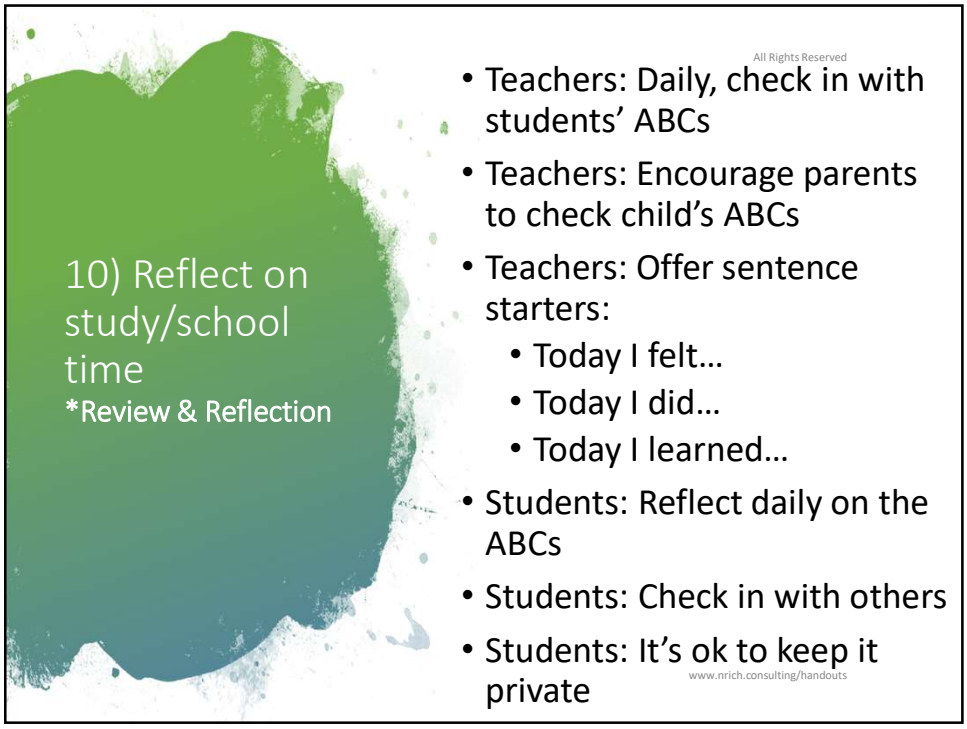
58


10) Reflect on study/school time
*Review & Reflection
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• Teachers: Daily, check in with students' ABCs
• Teachers: Encourage parents to check child's ABCs
• Teachers: Offer sentence starters:
• Today I felt…
• Today I did…
• Today I learned…
• Students: Reflect daily on the ABCs
• Students: Check in with others
• Students: It's ok to keep it private
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59

Creating an Emotionally Supportive Learning Environment
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60

How a learner feels about a situation determines the focus of their attention!

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61

Natural	Learned	Natural
Sadness Disgust Anger Fear	Patience Shame Cooperation Forgiveness Empathy Optimism Compassion	Joy Surprise Happy

The Emotional Response (Feelings) Keyboard

Adapted from: Jensen, 2009

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62

Children Raised in Stress

- "Acting-out" Behaviors
- Impatience & impulsivity
- Gaps in politeness and social skills
- Limited range of behavioral responses
- Inappropriate emotional response
- Less empathy toward others

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Adapted from: Jensen, 2009

63

Providing a Supportive Learning Environment: RIC

- Reliable relationships
- Individual importance
- Community connections

Adapted from: Jensen, 2009

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Modeling and Observing Developing a sense of safety in the classroom			
Predictability in the environment	**Feelings of security**	**Consistency in mood and management**	**Feeling comfortable in the learning environment**
• Rules/norms are clear • Timelines and schedules posted • Lesson objectives clearly stated • Awareness of consequences and rewards • Time to adjust to change	• Intellectual risks encouraged • Positive and affirming language • Interactions between students • Supportive and encouraging • Exceptional work posted for all to see	• Rules/norms applied equally and equitably • Students assist in setting norms for group discussion • Objectives continually referenced • Teacher is even-keeled • Teacher is organized	• All have personal space • Lighting is pleasant and appropriate • Noise kept to a minimum • Unpleasant odors are eliminated • Teacher encourages students to smile by smiling often

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Copying and Doing Develop a sense of belonging in the learning environment			
Learning how to learn	**Understanding others' differences**	**Knowing how to express yourself**	**Caring for yourself and others**
• Teach how to listen • Demonstrate listening techniques • Use and reinforce listening techniques during instruction • Have students clarify language	• Share students' diverse backgrounds • Display artifacts from various cultures • Representations of diversity • Learning environment as a community	• Teach how to ask for help • Teach how to speak to others in nonconfrontational and polite ways • Allow students to share about themselves • Give students time to talk	• Express how you enjoy your work with students • Share how you care for others • Partner with "study buddy" • Connect students beyond the classroom • Class pet, plant or mascot

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66

Practice and Refinement Foster individual strengths and interests			
Building self-esteem and confidence	**Knowledge of your talents**	**Maintaining a positive attitude**	**Sensing individual significance**
• Teach how to deal with stress • Use relaxation techniques • Celebrate successes • Teach how to accept compliments • Teach how to accept mistakes	• Give students opportunities to find talents • Expose to different talents • Invite adults to share their talents • Display representation of famous people	• Assist students in recognizing how their attitude impacts learning • Post positive attitudes (smiling, showing kindness…) • Teach how to "up-shift" • Use humor and affirmative language	• Highlight students' unique qualities • Offer time for students to socialize • Do not allow negative/harassing behaviors/ or BULLYING • Allow students to lead discussions

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Independence and Application Create a sense of autonomy			
Reach self-actualization	**Refine individual talents**	**Increase concentration and persistence**	**Benefiting others**
• Support students in being their best self—not better than others • Assist students in taking control of their learning • Encourage continuous learning • Allow students to be creative and spontaneous	• Showcase individual talents • Focus on effort • Allow students to develop talents • Connect student talents to career options	• Challenge through long-term projects • Alert students to procrastination and provide resources to persist • Apply study skills • Celebrate the joyfulness of accomplishing a task	• Offer opportunities to engage in service-learning • Give students occasions to mentor or tutor • Involve students in leadership or service organizations • Encourage volunteerism

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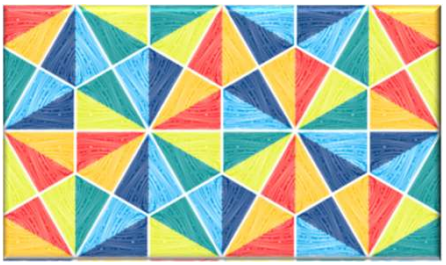
68

Tips for Parents



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Overcoming Helplessness

- Teach how to reduce stress (yoga, breathing, visualization)
- Provide child with models/strategies for failure
- Provide child with models/ strategies for success

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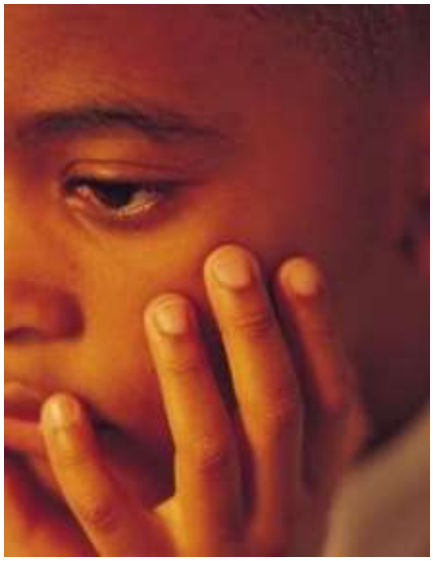
Phrases to Assist in Alleviating Anxiety

- Tell me about what you are going through.
- When I get worried, I take a deep breath. Let's do it together.
- What do you need from me?
- What could be the worse-case outcome? What might be the best-case outcome?
  - You know it will fall somewhere in between.
- Draw me picture of your worry.



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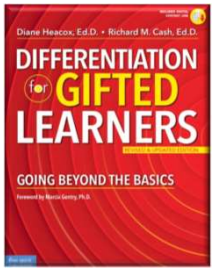
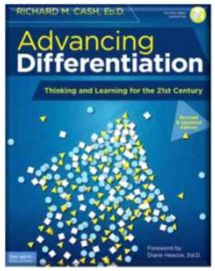
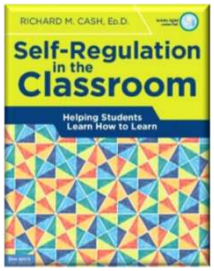
71







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72