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# A Conceptual Study on Self-Regulated Learning strategies to Promote Lifelong Learning in students

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*Abstract:* **The concept of self-regulated learning is an important factor for effective learning and academic achievement. It is an essential quality of academic self-regulation. Self-regulated learning is a process to enhance the mental abilities in to academic skills. Such a learning is a series of activities that students influentially practice for themselves. Self-regulated learning can be referred to the opinions, feelings and behaviours that emerges from students towards achieving a goal or objective in the learning process. It includes the intrinsic motivation developed in the students, setting a goal or objective, identifying the tasks that are essential to achieve the objectives, metacognitive strategies for such a planning, cognitive strategies in the learning process including repetition, interpretation, remember, comprehend follow-up themselves and self-evaluate on the performance. Though self-regulated learning is an essential concept in the learning process of every student, the awareness on the systematic manner to practice is very less among the students. The academic performance of many students in a particular classroom may vary in skewness, that indicates the extreme lesser degree of performance and higher degree of performance. The aim of this study is to compare the factors responsible for practicing self-regulated learning in various studies and provide a conceptual framework to be adopted in contemporary practice. The study also emphasises on the metacognition skills, motivation, goal setting, building emotional fortitude, adapt and control the physical environment for an effective learning process. Furthermore, the study explains self-regulation as a constructivist process that supports students to frame goals for learning besides regulate and control their cognitive and behaviours.**

***Keyword:*** Self-Regulated Learning, Metacognition, Effective Learning, Academic Skills

## I. INTRODUCTION

Developed countries uphold educational initiatives and innovations that contribute the promotion of flexible continuous learning competencies that can be applied to various contexts. Such competencies include creative as well as critical thinking skills, problem-solving skills, communication skills, personal awareness and social responsibility (Perry et al, 2017). Though it is beneficial to the student community, the development and adoption of teaching practices that develop these competencies is perceived to be a complex aspect. Research studies on self-regulated learning theory (Zimmerman, 2008) and self-determination theory (Ryan et. Al, 2017) presents a theoretical framework for supporting teachers to understand and adopt teaching practices that pave way for students' development of flexible continuous learning competencies.

### Self-regulated learning theory

The concept of self-regulated learning is an important factor for effective learning and academic achievement. It is an essential quality of academic self-regulation. Self-regulated learning is a process to enhance the mental abilities in to academic skills. Such a learning is a series of activities that students influentially practice for themselves. Self-regulated learning can be referred to the opinions, feelings and behaviors that emerges from students towards achieving a goal or objective in the learning process.

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Self-regulated learning theory explains the development of three learning processes such as metacognition, motivational and strategic action (Zimmerman, 2008). Metacognitive learners create an awareness of their personal strengths and challenges in terms of learning aspect. They are well aware of learning strategies. Motivated learners have willingness to challenge tasks. They believe that with persistent effort, they will achieve as expected within learning tasks. Strategic learners possess large repository of learning strategies. They adapt themselves to adopt appropriate strategies and flexible enough to adapt strategies to meet the needs of various learning strategies.

Researches on self-regulated learning explain different models that describe cyclical processes learners adopt to guide their thoughts and actions during various stages of learning (Butler et. al, 2004). Zimmerman' model of self-regulated learning demonstrates three stages of learning that includes forethought phase, performance phase and self-reflection phase. In the forethought phase, learners set goals, evaluate their motivational level and the abilities to accomplish the prescribed tasks. During the performance phase, learners completely focus their attention to engage in the tasks besides developing and applying the strategies and continuously monitor their progress. Meanwhile, in the self-reflection phase, learners reflect upon the accomplished tasks and the corresponding performance through self-evaluation.

According to Vygotskian theory (1978), self-regulation demonstrates personal as well as social form of learning. The cognitive thinking and metacognitive thinking processes of self-regulation are viewed through social interactive modelling. Such a co-regulation with others fosters self-regulated learning in learners (McCaslin, 2009). This co-regulation in the context of social interaction refers to the learning objectives that is commonly shared within peer learner groups in order to achieve agreed upon goals (Hadwin et al., 2018).

In a classroom setting, individual learners exhibit self-study, shared learning and socially responsible forms of regulation. Individual learners plan, monitor and assess their contributions to the group, whereas, learners within a group exhibit modelling of cognitive and metacognitive strategies besides continuous motivational support (Hutchinson, 2013). Such a group can plan, implement and assess their collective action, i.e., socially shared regulation. Thus, in this collaboration, socially responsible shared regulation is adopted.

**Importance of Self-regulated learning**

Self-regulated learning connects well with the current educational initiatives and innovations that include the 21st century learning, inclusive learning, inquiry learning and assessment for learning. Self-

regulated learning develops students to become more adaptive; promotes life-long learning; to motivate critical thinking and creative thinking; excellent problem-solving skills and be able to learn as well as work independently and in a collaborative manner (Perry et al., 2017). The development of self-regulated learning fosters to be a significant source of achievement motive among students (Zimmerman, 2011). It is to be considered as a real asset that revolves across socio-demographic boundaries (McClelland et al., 2012). Self-regulated learning is an incremental development. Every learner can improve their potential for adopting self-regulated learning and utilise their capacities to support their learning (Stoeger et al., 2015).

**Self-regulated learning in classroom**

The below table describes practices that support students' cognitive, metacognitive skills and strategic action. Thes self-regulated learning promoting practices support teachers to implement and create opportunities for students to engage in self-regulated learning.

Table 1: Classroom practices to support self-regulated learning

| Practices | Description |
|---|---|
| Choice | Students should be involved in choices to involve them in higher level decision-making e.g., Topics to research' sources to use, organize information, role play with group members, time management |
| Control over challenge | Students should be given opportunities to negotiate on the learning tasks based on their learning needs. e. g., Students can work at their own pace, decide on the format of assignment and presentation. |
| Self-assessment | Students should be given the leverage of assessing their tasks accomplishment as well as ongoing processes. e. g., compare their work in relation to their own learning goal. |
| Teacher support | Teachers should provide the necessary support to their self-regulated learning. e. g., Teachers can motivate students by raising questions that promotes metacognitive skills. |
| Support from peers | Peers should support by providing growth oriented motivational messages. e. g., Peers can have frequent discussion with learners regarding their learning processes. |
| Embedded Assessment | Teachers should provide continuous feedback to students. e. g., Appropriate documentation to assess student progress. |

Source: Perry, 2013.

**Conclusion**

While self-regulated learning promotional practices are effective, adoption and its development is found to be difficult. Self-regulated learning needs sophisticated understanding and responsiveness to meet student's requirements and the use of complex teaching strategies in teachers. Research from self-regulated theory suggests teachers to be more likely to adopt self-regulated learning promotional practices to: (1) seek informational support, (2) have a discussion with others, (3) reflect on their own practices, and (4) adopt self-regulated learning theory for professional practice.

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