

**SELF-REGULATION  
FOR LEARNING:  
THE FOUNDATION FOR  
DIFFERENTIATION**

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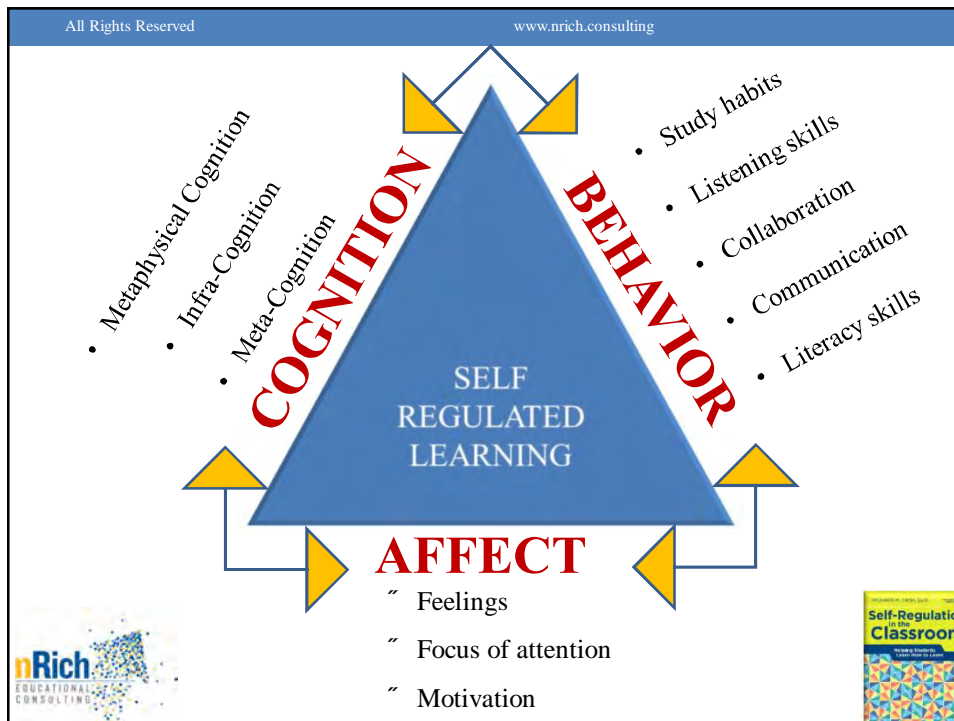
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**Self-regulation allows children to transform from being  
“slaves to the environment” to becoming  
“masters of their own learning.”**



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## Four Stages of Self-Regulation

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





- 1) **Modeling & Observing**  
Demonstration “I do, you watch.”
- 2) **Copying & Doing**  
Shared Demonstration “I do, you help”
- 3) **Practice & Refinement**  
Guided Practice “You do, I help.”
- 4) **Independence & Application**  
Independent Practice “You do, I watch.”




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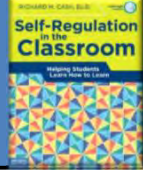
## Phases of Engaging in a Task



- 1) How well will I do?  
-Fostering Confidence-
- 2) What will I do to do well?  
-Setting & Managing Goals-
- 3) How well am I doing at doing well?  
-Monitoring & Adjusting-
- 4) How well did I do at doing well?  
-Reviewing & Reflecting-

Adapted from Zimmerman et al. (1996)



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	Model & Observe	Copy & Do	Practice & Refinement	Application & Independence
<b>Fostering Confidence</b>	Create positive learning environment	Provide space for students to stretch intellectually	Practice advanced thinking skills	Student independently put advance thinking skills to use
<b>Goal Setting</b>	Model goal setting	Use graphic organizers for goal setting	Guide students to setting goals	Student independently set appropriate goals
<b>Monitoring the Goal</b>	Model monitoring and adjusting	Provide immediate descriptive feedback	Confer with students regarding goal attainment	Student seeks out feedback regarding goal attainment
<b>Reflection on the Goal</b>	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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# Fostering Confidence



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



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**Self-efficacious students are more likely to undertake difficult and challenging tasks than non-self-efficacious students**





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### **Strategies to build Self-Efficacy:**

Confidence breeds success which breeds confidence

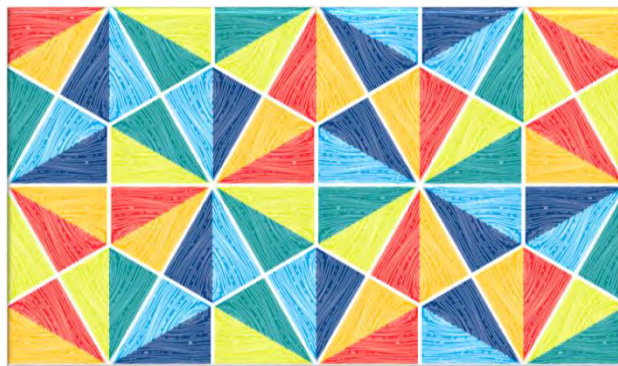
- ” Mastery experiences
- ” Vicarious experiences
- ” Verbal persuasion
- ” Emotional state



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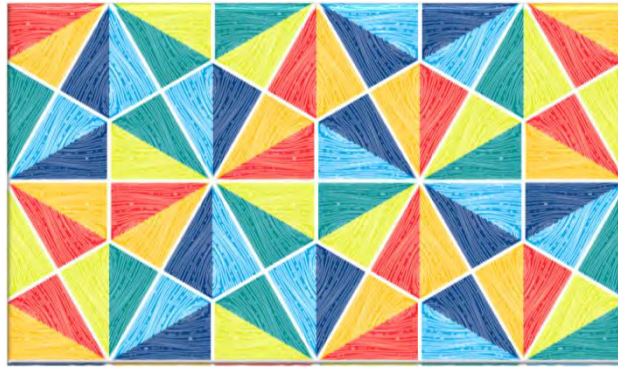
## **Setting & Managing Goals**



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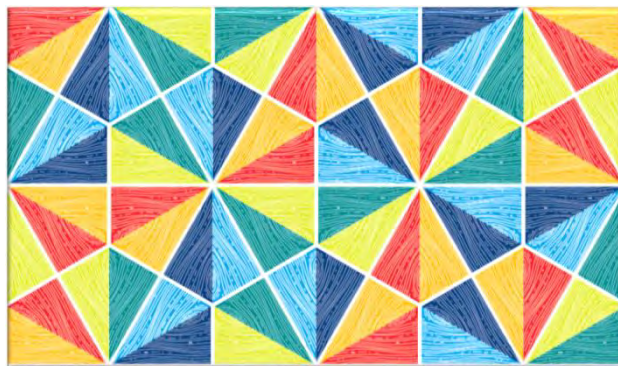
# Learning Orientation for Goal Setting

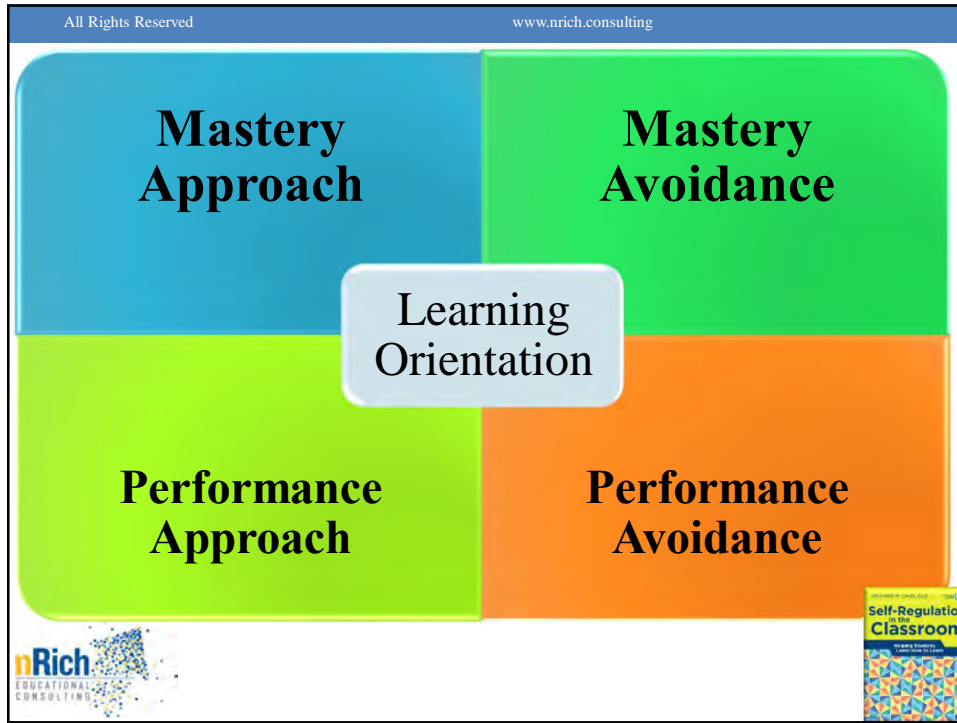


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# Mastery-vs-Performance






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## Learning Orientation: Mastery Approach

“Work hard to  
achieve their  
personal best

“Intrinsically  
driven



The image shows a young man with glasses and a grey hoodie, smiling and holding a white book titled "COMPUTER SCIENCE". The nRich logo is in the bottom-left corner.





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### Learning Orientation: Mastery Avoidance

“Are comfortable with being good enough”

“Extrinsically driven”





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### Learning Orientation: Performance Approach

“Compete to be better than others”

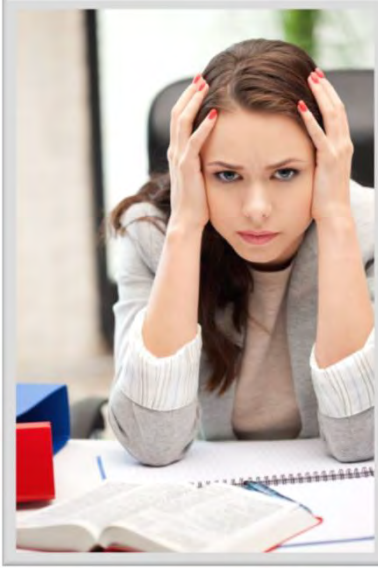
“Extrinsically motivated”




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## Learning Orientation: Performance Avoidance

“Fear being  
defined by  
their failures  
“Extrinsically  
motivated



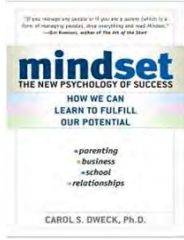



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## Shifting the Mindset

öSuccess 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.ö

Dweck, C.S., 2006, pg 44








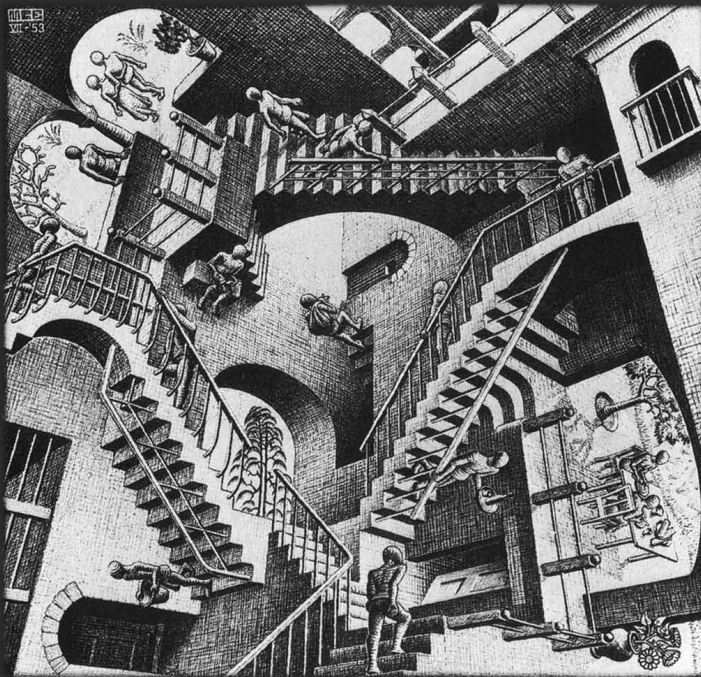
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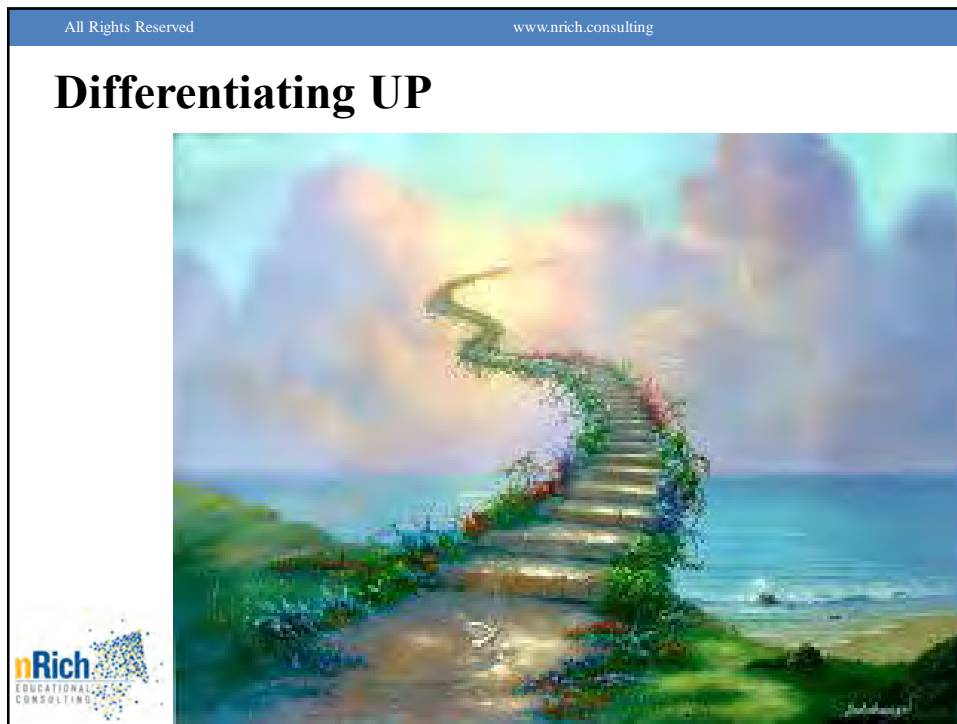
# Monitoring & Adjusting



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## Scaffolding UP








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**We do not learn from  
experience...  
we learn from  
reflecting on  
experience.**

John Dewey





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## Session 3.2.1 Reflection

**3:** New ideas

**2:** Aha/OH NO moments

**1:** Question





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