

## Self-Regulated Learning A project to create and evaluate two new SRL initiatives

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### Goals



### Actions



An annual workshop will help students learn domain general SRL skills, according to the learning outcomes below. These three-hour workshops will be free and available in French and English. They will be held at the beginning of each academic year and will be multi-access in that students can participate in person or online.



The modules will target domain-specific SRL skills (i.e., SRL skills that are specific to a course or discipline). Students will work through the module throughout a course, with opportunities to set goals, plan, practice their skills, and reflect on their accomplishments. In Year 2, six professors will pilot the modules in their courses. In Year 3, all professors will be invited to incorporate this module in their course.



We will conduct a practical participatory evaluation (P-PE) to evaluate this initiative (Cousins & Whitmore, 1998; Cousins, 2013). The goal of this P-PE is to involve key stakeholders in the evaluation's design, data collection, analysis, implementation and sharing of findings. By conducting such an evaluation (as opposed to doing one from an outsider's perspective), the insights of the stakeholders will be used to drive the focus of inquiry, making the project more meaningful and useful. I will work with uOttawa's Centre for Research on Educational and Community Services (CRECS) to facilitate the evaluation process.

Learn more about P-PEs from Professor Bradley Cousins: <https://goo.gl/psRgTj>

### Necessary skills

University students have to learn in many different formats [e.g., lecture, online, blended, flipped, labs] and manage many different course and life expectations [e.g., part-time jobs, clubs, sports, volunteer work, family]. To be successful, students need to know and continually monitor their learning plus develop autonomy and professional capacity skills; these are two Undergraduate Degree Level Expectation (UDLEs 5 and 6) and are components of SRL. Currently, few programs, courses, and online resources address SRL skills.

### Self-Regulated Learning (SRL)

The strategic control of thoughts, actions, and motivations to achieve personal goals and adaptively respond to environmental demands

*Järvelä & Hadwin, 2013; Zimmerman, 2008*

### Theoretical framework: Self-regulated learning

I'll use an SRL model that involves stages of forethought, performance, and reflection (Zimmerman, Bonner, & Kovach, 1996; Zimmerman, 1990, 1998, 2000). In the same way that athletes are taught to set goals, monitor their progress, and reflect on their performances (Olympic.org, 2015), academic SRL skills can be increased through educational interventions (Schunk & Ertmer, 2000; Zimmerman & Schunk, 2011)

### Timeline

