SELF-REGULATION AND SELF-REGULATED LEARNING

Self-regulation is the ability of an individual to maintain or regain balanced behaviour or a balanced physical state.

It relates to:

- control of cognitive processes, emotions, motivation, behaviour and the environment.
- the ability to manage and control one's own behaviour and thoughts, and to change them according to the demands of the specific situation.
- it includes the ability to control impulsive (or automatic) responses and to come up with a response after careful consideration and judgement
- resisting unimportant stimulants, being persistence in tasks, even when we do not enjoy them.
- our ability to maintain our excitement at an optimal level

Self-regulated learning

Self-regulated learning is an active constructive process, whereby students set study goals and then endeavour to monitor, regulate and control their own behaviour, cognition and motivation in line with those goals (Pintrich and Zusho, 2002).

Self-regulated learning is based on establishing a corrective feedback loop, which consists of monitoring one's own behaviour and the environmental conditions in comparison with one's desired behaviour, and reacting to the condition as observed.

Zimmerman's model of self-regulated learning

Self-regulated learning takes place in three phases of learning: 1) before studying (forethought), 2) whilst studying (performance) and 3) after studying (self-reflection).
Before studying, the student analyses the task, sets goals, plans a learning strategy, and defines motivational beliefs (self-efficacy, outcome expectations, intrinsic interest, task value, goal orientation). While studying, the student performs "self-control" (which includes: instructions to self, imagined situations, guidance, and attention focusing) and supervises their own learning. Studying is followed by self-reflection on learning, and the results of studying (this self-reflection includes: self-evaluation, causal attribution and self-reaction, such as self-satisfaction/affect, adaptation/defensive reaction). The self-evaluation feedback loop affects the phase of setting goals and thereby closes the self-regulation cycle.
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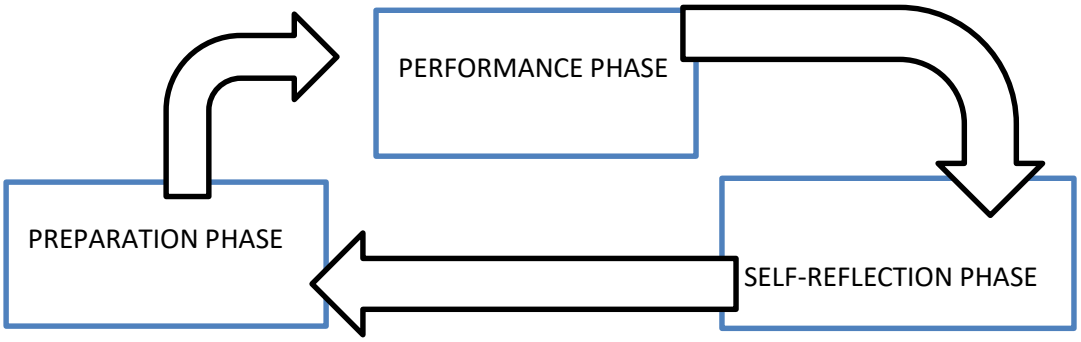

Source:

Zimmerman's cyclical model of self-regulation (1990; 1995; 1998; 2000). Source: Schunk, D.H. and Zimmerman, B.J.(1998), in Boekaerts et al. (2005). Handbook of Self-Regulation.San Diego: Elsevier Academic Press.

Metacognition is a system of conscious control of one's own cognitive processes

Metacognitive strategies and techniques

Metacognitive strategies	Techniques for all types of tasks
Planning	**1. setting goals** **2. dividing them into sub-tasks** **3. defining task deadlines** **4. establishing implementation stages**
Monitoring	**1. self-checking of memory** **2. monitoring attention oscillation** **3. monitoring understanding by answering questions**
Regulation	**1. knowledge of individual learning techniques** **2. flexible rejection of ineffective learning techniques** **3. control of disturbances and anxiety** **4. building confidence in one's own opinion**

Literature and applications that are worth investigating:

Pavlin-Bernardić, N. and Tonković Grabovac, M. (2015). Patite li od „odgađavitisa"? Kako učinkovitije organizirati vrijeme i zadatke. In: M. Tonković Grabovac, U. Mikac and T. Vukasović Hlupić (ed.), *PsihoFESTologija: Ovo nije samo još jedna knjiga iz popularne psihologije* (str. 150-155). Zagreb: FF press.

http://darhiv.ffzg.unizg.hr/id/eprint/5233/

Various books on successful learning, e.g. Gruening, C. (2011). *Uspješno učenje*. Zagreb: Znanje.

Apps for mobile phones – various apps, such as. Focus To-Do: Pomodoro Timer & To Do List; Forest: Stay focused, be present