

SELF-REGULATED LEARNING WITH DR ERIN PETERS-BURTON

TALKING POINTS

1. Which three things is the term self-regulated learning guided by?
2. Whose work is Erin's metacognitive prompting intervention based on?
3. Erin's metacognitive prompting intervention consists of four steps. What are they?
4. What was surprising about the experimental studies that Erin and her team performed?
5. What do self-regulated learners pay particular attention to?
6. Why do some people find self-regulated learning more difficult than other people?
7. What does Erin believe that thinking in a STEM-orientated way helps students to do?

ACTIVITIES YOU CAN DO AT HOME OR IN THE CLASSROOM

There are many activities you can perform to develop self-regulated learning.

METACOGNITION QUESTIONS

Erin's research emphasises the importance of metacognition (thinking about your thought processes). One of the ways you can practise metacognition in your own time is to answer the following questions every day after school (or during breaks):

1. On a scale of 1 (very unclear) to 5 (very clear), how would you rate your overall understanding of today's class?
2. What are two things you learned in today's class?
3. On a scale of 1 (not confident) to 5 (very confident), how confident are you that the two things you just wrote down are correct?
4. What concepts from today's class did you find difficult to understand?
5. Specifically, what will you do to improve your understanding of the concepts that were difficult?

THINK-PAIR-SHARE

This is a short activity that can be performed when you have a break in between lessons:

- Find a partner and then consider a question that was posed in the classroom earlier in the day.
- Each of you should think about the question on your own for a few minutes and maybe take notes if you think this will help.
- Then partner up and discuss your individual responses to the question. This will help each of you to think about things from different perspectives and perhaps improve your understanding of the question being asked.

READING REFLECTION

Sometimes, when we read something, our eyes can scan the words without taking the information in. To help improve the effectiveness of your reading, ask yourself three questions when you have finished reading something relating to your lessons at school. The answers should help you focus and really think about what you have just read:

1. What is the main point of what you have read?
2. What information did you find surprising and why?
3. What, if anything, did you find confusing and why?

Your responses do not have to be long but try to be as detailed as possible when answering.