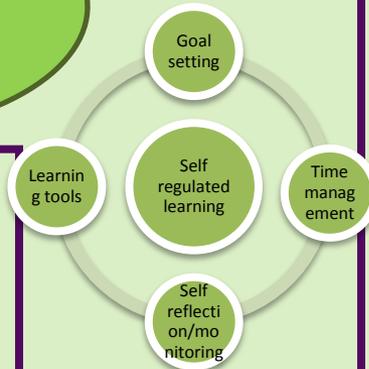


## Self Regulated Learning, What's that all about Miss?

A learner centred approach  
to developing independent  
learning skills

### Why am I investigating this research question?

- To identify the views of students in regards to their understanding of self regulated learning strategies in the context of revision
- To identify if an explicit programme of discussion and engagement of SRLS could change students views of the essential skills needed for revision
- To explore ways in which teachers could change the way they raise awareness to students about the essential skills needed for revision/independent learning



Phase 1:  
An invitation to  
discussion  
(interviews)

Phase 2:  
'Going meta' about  
going meta  
(active  
engagement/  
observations)

Phase 3:  
Can thoughts be  
changed?  
(re-interview)

Phase 4:  
Can others'  
thoughts be  
changed?  
(taking it forward –  
interviews/  
workshops)

### Data collection and analysis

- 7 AS students were **interviewed** about self regulated learning, their thoughts and their current techniques.
- The students were invited to **small group discussions** about SRLS and to then think about how we could encourage the use of these by other students (**designing a toolkit**)
- The students were **re-interviewed** about SRLS and were asked to **make recommendations** of how teachers can encourage students to be better at employing SRLS
- These **case studies** were analysed to identify common themes and then discussed

## Findings

### Language of learning

- Students were confused by what was expected of them outside of class and agreed that the language of learning should be agreed at the start of the year

### Strategies/techniques of learning

- Initially students engaged in passive learning but when they were re-interviewed they admitted to being more proactive in their approach
- After the 'going meta' students differed in the techniques they preferred to employ and they agreed that a range of techniques should be explicitly taught at the start of the year
- Students expressed the importance of peers as support networks for learning outside of the classroom and therefore should be encouraged by teachers
- Producing a toolkit for use by other students on how to learn effectively enthused those involved in the project.



## Recommendations

- 1. Teach them the basics and begin a project:**  
At the start of each academic year there should be an introduction to an ongoing project where students address the essential skills of learning outside of the classroom. Core aspects such as using the specification to reflect and set targets should be included throughout the life of the project.
- 2. Agree the vocabulary:**  
Within the college setting there should be an agreement in regards to the vocabulary used to refer to learning outside of the classroom.
- 3. Encourage peer learning from the start:**  
Peer learning outside of the classroom should be encouraged and supported throughout the year. This can be initially implemented at the start of the year in regards to the project.

### Strengths of the project:

The qualitative approach allowed for a **real insight** into the thoughts of the students in regards to SRLS. The fact that the project allowed the students to discuss and share ideas about SRLS also ensured that they consciously thought about their own learning and therefore benefited from this. In addition, asking the students what they think teachers should do in the future allowed for quality recommendations from the learners themselves

### Limitations of the project:

This was a **small scale project** with a low number of students involved. As the project took a qualitative approach there is the **risk of socially desirable answers** and also subjectivity from the researcher.

### Project Researchers

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