"NURTURING SELF-REGULATION IN STUDENTS: EFFECTIVE INSTRUCTIONAL PRACTICES FOR LIFELONG LEARNING

by:
Bryan Behn D. Meriño
Teacher III, Mountain View Elementary School

Teachers have an important role in influencing the cognitive, emotional, and social growth of their pupils in the constantly shifting educational environment. Self-regulation is one of the essential qualities that promote success and lifelong learning. Students who exhibit the capacity for self-regulation are better able to control their thoughts, emotions, and behaviors, which enhances both their academic achievement and personal development. According to (Corno and Mandinach,1983), self-regulation of cognition and behavior is essential to student learning and academic performance in the classroom. Self-regulated learning does not require that students learn everything on their own or do away with textbooks and teachers. Instead, it is a process where the learner keeps focused on and controls their emotions, behaviors, and ideas to effectively succeed in their learning. Let's explore instructional practices that can support students in developing and strengthening self-regulation abilities so they can become independent and self-assured learners.

Promote a Growth Mindset

Self-regulation is fundamentally based on a growth mindset, which promotes the idea that intelligence and skills can be acquired through hard work and dedication. Teachers contribute to the development of a growth mindset by urging students to take on challenges, learn from their errors, and see failures as chances for improvement. This viewpoint fosters resilience and tenacity, two qualities necessary for self-regulated learners. Remember the most effective teachers embrace a growth mindset, realizing that student success is determined by development rather than by achieving a predetermined standard.

22 September 2023

Provide a welcoming and positive learning environment in the classroom.

Building a good connection with your pupils requires cultivating a positive classroom environment. Try to get to know your pupils and foster a welcoming environment where everyone is treated with respect. Encourage your pupils to interact with one another in a courteous and positive manner. Students are more inclined to take risks and learn from their mistakes when they feel safe and at ease in the classroom.

Set Clear Goals and Objectives

Students begin self-regulation by setting goals and selecting strategies to help them achieve those goals. These goals, like the class-wide goals that we frequently create as teachers, should take consideration of baseline data on the student's performance. Students are better equipped to construct a concrete picture of where they want to go if they comprehend and accept where they are. When teaching self-regulation, strategies should be tailored to each student's learning style and preferences. Setting clear and achievable goals is instrumental in nurturing self-regulation.

Teach Metacognition

Teachers can give their students the skills they need to effectively plan, monitor, and assess their learning by explicitly teaching metacognitive processes. Students can increase their self-awareness of their strengths, weaknesses, and areas for progress by using strategies including self-questioning, self-explanation, and reflective journaling. Students learn to control their behavior to improve their learning as they become more aware of how they acquire knowledge. They start to understand how their strengths and weakness affect their performance. When students become conscious of their own mental states, they begin to address significant issues beyond academic learning: How do I live a joyful life? How can I get respect as a person? How do I feel confident in myself? Through this reflection, they begin understanding the perspectives of others.

22 September 2023

Foster a Supportive Learning Environment

For students to feel confident practicing their self-regulation skills, an atmosphere that is secure and supportive of learning is important. Teachers can cultivate this environment by demonstrating empathy, encouraging open communication, and emphasizing the value of effort over perfection. When students feel supported, they are more likely to take risks, seek help when needed, and persist in the face of challenges.

Provide Opportunities for Self-Directed Learning

Self-regulated learners take part in learning activities with objectives and the confidence to achieve their goals. They monitor their own performances and assess their target progress as they complete their tasks. They feel capable of developing their skills when they perceive satisfying goal progress, which leads to strong self-efficacy and the setting of more difficult objectives for themselves. Monitoring one's own progress (self—monitoring) toward goals improves self-efficacy, goal adjustment, and goal achievement. Self-regulation includes self-monitoring as a key element. Self-monitoring is defined by Nelson & Hayes (1981) as a person's evaluation of whether or not a target behavior has occurred, which is typically followed by self-recording the action.

Teach Emotional Regulation

Emotional control is an important aspect of self-regulation. Teaching children how to identify, comprehend, and manage their emotions is crucial because emotions can affect learning and decision-making. By teaching pupils to self-regulate their emotions, we can train them to be emotionally savvy. This can be as simple as a feelings chart in which kids identify how they are feeling throughout the day. Journaling and participating in social-emotional development activities are also beneficial. Let us not forget that encouraging students to seek emotional help from professionals such as school counselors is an excellent method to promote emotional wellness.

Self -Evaluation

Students are more likely to become independent learners when they can evaluate their own learning progress. Independent learners are more likely to succeed in school. The process of self-evaluation consists of self-assessments of current performance and self-reactions to these assessments. Additionally, it aids in the growth of self-efficacy, the improvement of study techniques, and the maintenance of academic drive. Students are less likely to evaluate their strengths and be uncertain about their learning progress in the absence of explicit self-evaluation.

Promoting student self-regulation is a transformational approach to education that has long-term advantages. By incorporating these instructional approaches into the educational framework, we may better prepare children to face academic and life difficulties with confidence and resilience.

References:

https://www.teachhub.com/teaching-strategies/2020/04/how-to-teach-students-self-regulation/

https://www.researchgate.net/publication/341001674_Self

Nelson, R.O., & Hayes, S.C (1981). Theoretical explanations for reactivity in self-monitoring.

Behaviour Modification, 5, 3-14.

Nelson, R.O., & Hayes, S.C (1981). Theoretical explanations for reactivity in self-monitoring.Behaviour Modification, 5, 3-14.

https://www.sciencedirect.com/science/article/pii/S1053810013000068

https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell

22 September 2023