



Self Regulation

Learners plan how they work



Why is self regulation important?

Today there is a requirement for people in the world of work to manage themselves and engage in multidisciplinary projects with colleagues. It is no longer enough to just obediently follow instructions and operate as a well behaved 'cog' in a wheel. There is a need for most workers to work in teams and to engage in complex problem solving where they are required to take initiative and be proactive. With such work settings, there is minimal supervision, workers need to plan their work, design products and solutions, accept feedback and then engage in a process of improvement.





Big Ideas!

Learners work on it for a **substantive** period of time, AND the process includes drafts.

Long-term Activity?

Define **what** is to be learned AND the **success criteria** that to be considered to determine whether the learning goals have been met.

Learning goals?

Learners make **decisions** about the **schedule** and **steps** they will follow:

- How?
- When?
- Who?
- Where?

Planning?

Feedback is given and explicitly used to **improve** the **work** before it is submitted or finalised.


Feedback AND Revise?


4
Opportunity to **revise** after **feedback**?

3
NO **YES**
Learners **plan**?

2
NO **YES**
Long-term AND **learning goals**?

1

 **SELF-REGULATION**



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Long-term AND learning goals?

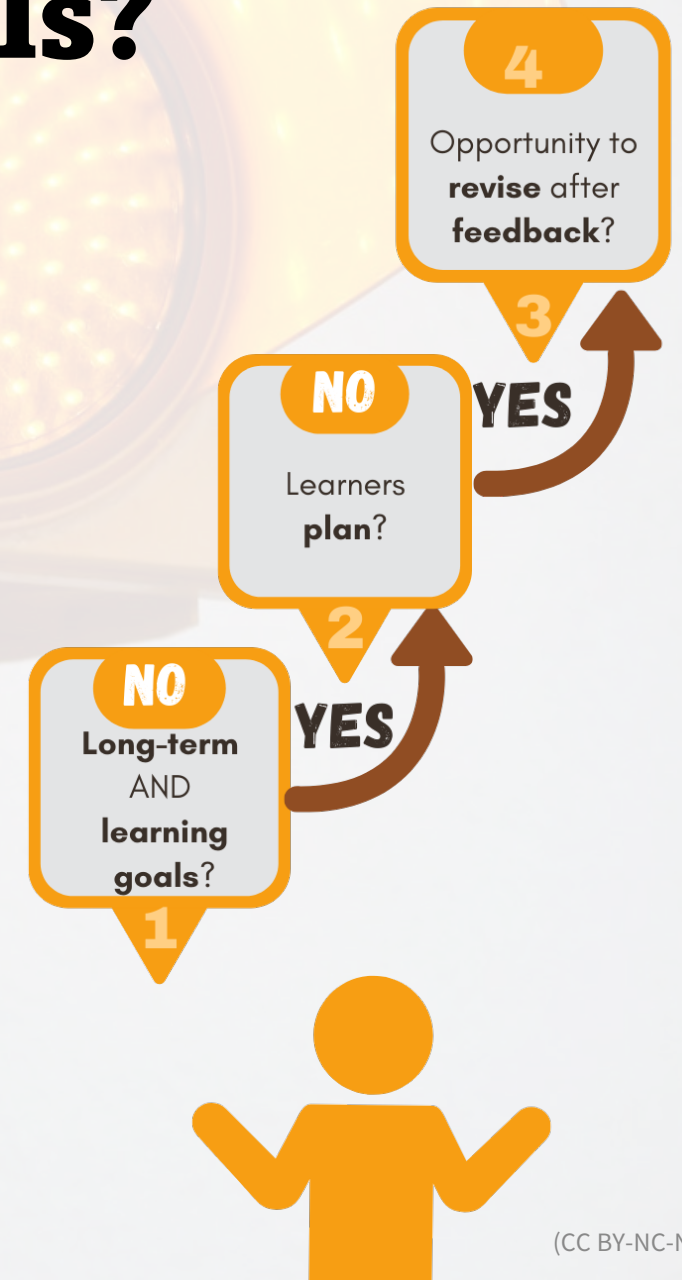
- Learners work on it for a substantive period.
- When learners are engaged in self-regulation, they are setting their learning goals, deciding on the best strategies to achieve these, and monitoring to see if these strategies are working.

Learners work on it for a **substantive** period of time, AND the process includes drafts.

Long-term Activity?

Define **what** is to be learned AND the **success criteria** that to be considered to determine whether the learning goals have been met.

Learning goals?



Planning?

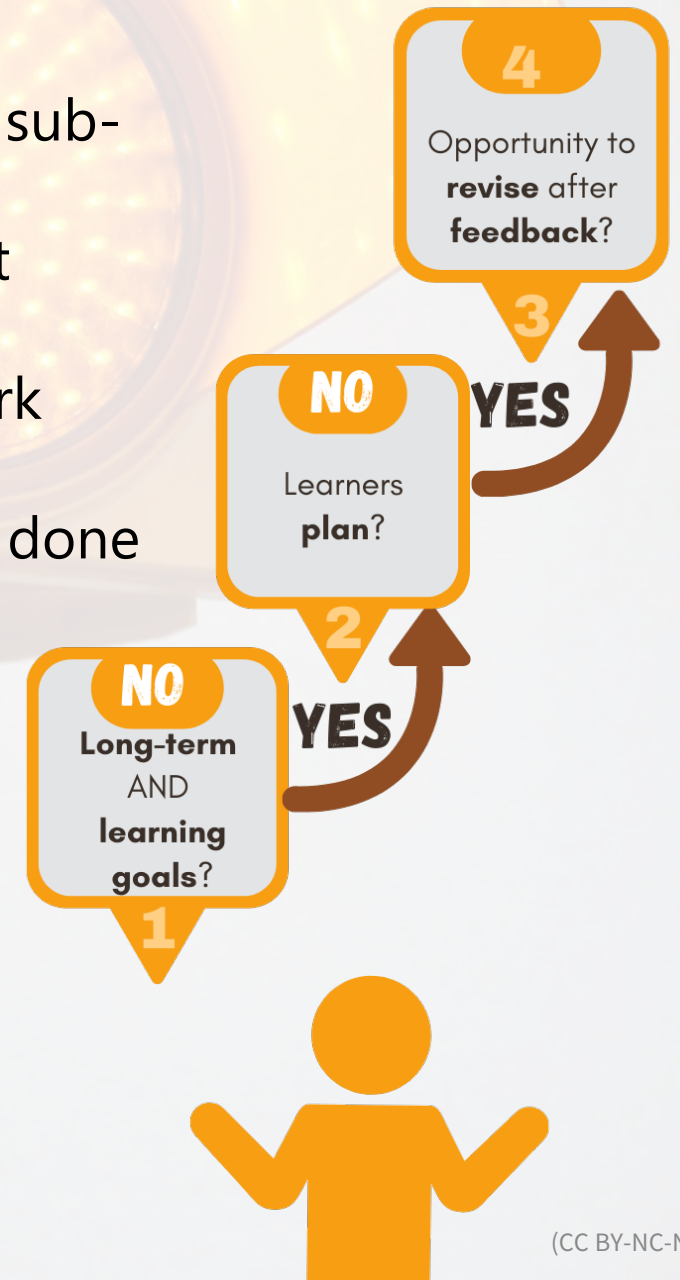
- Deciding how: Learners break down a complex task into simpler sub-tasks or choose the tools they will use.
- Deciding when: Learners create a schedule for their work and set interim deadlines.
- Deciding who: A group of learners determines how to divide work among themselves.
- Deciding where: Learners decide what pieces of the work will be done inside or outside the school building or during the school day.

Learners make **decisions** about the **schedule** and **steps**

they will follow:

- How?
- When?
- Who?
- Where?

Planning?

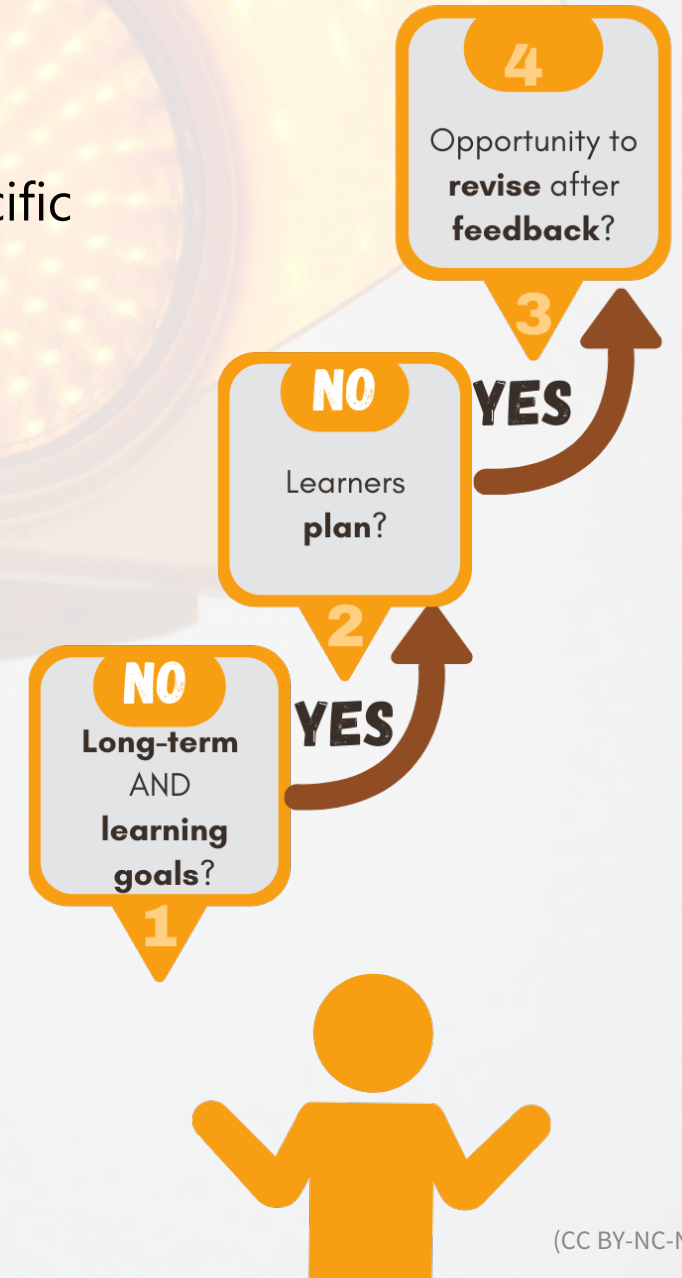


Feedback AND Revise?

- Feedback may come from the educator or from peers.
- Tells the learner specifically what he or she is doing well and offers specific guidance to help move their learning forward.
- Is directly connected to the learning goals and success criteria.
- Helps the learner to be more aware of progress along a learning path.
- Leads to reflection and planning of next steps.

Feedback is given and explicitly used to **improve** the **work** before it is submitted or finalised.

Feedback AND Revise?



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MCE Sample Exam Questions



Self-Regulation



Question 1

How is feedback used at Level 4 of the 21CLD Self-Regulation Rubric?

To answer select the appropriate answer in the answer area.

_____ can provide feedback.

The feedback can be used to _____.



Question 2

Which TWO statements demonstrate self-regulation skills required of the students according to the 21CLD Learning Activity Rubric.

- Students are skilled in the software needed for the project.
- Students break down the task into smaller subtasks and determine how to divide the work.
- Students can obtain feedback and make revisions as needed.
- Students are part of the target group for the advertising campaign.
- Students work in teams comprised of marketing and graphic design students.

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Microsoft 21CLD

Rubrics & Decision Tree



Self-Regulation

Rubric



Self-Regulation rubric

1

- The learning activity is NOT long-term OR learners DO NOT have both learning goals and associated success criteria in advance of completing their work

2

- The learning activity IS **long-term**
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- BUT learners DO NOT have the opportunity to plan their own work

3

- The learning activity IS **long-term**
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- AND learners DO have the opportunity to **plan their own work**
- BUT learners DO NOT have the opportunity to revise their work based on feedback

4

- The learning activity IS **long-term**
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- AND learners DO have the opportunity to **plan their own work**
- AND learners DO have the opportunity to **revise their work based on feedback**



Self-Regulation

Decision Tree



Self-Regulation decision tree

Long-term activity **AND** learners have **learning goals and success criteria** in advance?

Yes



Yes



Yes



4

No



1

No



2

No



3

Learners have opportunity to **revise** work based on feedback?



Self-Regulation