

THE VALUE OF SELF-REGULATED LEARNING IN DEVELOPING EFFECTIVE LEARNING COMMUNITIES

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PRESENTATION OUTLINE

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3. What is an Effective Learning Community?
4. Learning Community Competency Outcomes
5. If Learning Communities Are So Good, What is the problem?
6. Why Self-Regulated Learning (SRL)?
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INTRODUCTION

- Learning communities (LCs) are becoming a more pervasive element of the contemporary university education landscape
- There is need to understand their usage and maximize their potential for adaptive learning outcomes

Approach to position paper:

1. **medium level meta-analysis of Learning community articles of last 20 twenty years re: student learning outcomes (1994 -2013)**
2. Similar meta-analysis of SRL regulated Learning as a potential catalyst for creating critical SRL factors
3. **Matching of competency factors in SRL with those of LC outcomes**
4. Proffering an SRL protocol as a pre-learning community immersion activity

WHAT IS A LEARNING COMMUNITY (LC)?

1. a specific group or cohort of students attempts two or more courses simultaneously.
2. students work together with faculty members as one unit or multiple units in and out of the classroom.
3. members have a responsibility to assist each other in achieving the learning outcomes.
4. courses may be offered as single units or as a block.
5. Courses are designed to facilitate multidisciplinary or cross-disciplinary assignments and projects

WHAT IS AN EFFECTIVE LEARNING COMMUNITY?

- An Effective Learning Community is one where the teaching-learning outcomes are met in an optimized learning environment. The literature reveals that these outcomes can be categorized as ***cognitive, social-cognitive, relational, affective and environmental management.***

LEARNING COMMUNITY COMPETENCY OUTCOMES

1. Cognitive analysis

- Exploration of ideas
- Explication of ideas
- Critical analysis of course material
- Thematic analysis, interpretation and extraction

2. Cognitive synthesis

- Knowledge creation
- Knowledge transfer across domains
- Integrative project execution

3. Social-cognitive learning

- Mutual sharing of knowledge
- Correct interpretation of ideas
- Reciprocal learning
- Constructivist ideation
- Knowledge co-construction
- Collaboration on authentic tasks (real world problem solving)

MORE LEARNING COMMUNITY COMPETENCY OUTCOMES

4. Social Relations

- Social interaction
- Peer social support
- Social openness (re: multicultural influences)
- Power brokerage (re: egalitarian ideals)

5. Affect/Motivation

- Sustained intellectual discourse (with faculty)
- Purposiveness
- Emotional learning/ Reflective thoughtfulness
- Reflection on learning
- Breaking status quo

6. Environmental Management

- Resource synthesis and integration
- Coursework re-construction
- Interdisciplinary leveraging

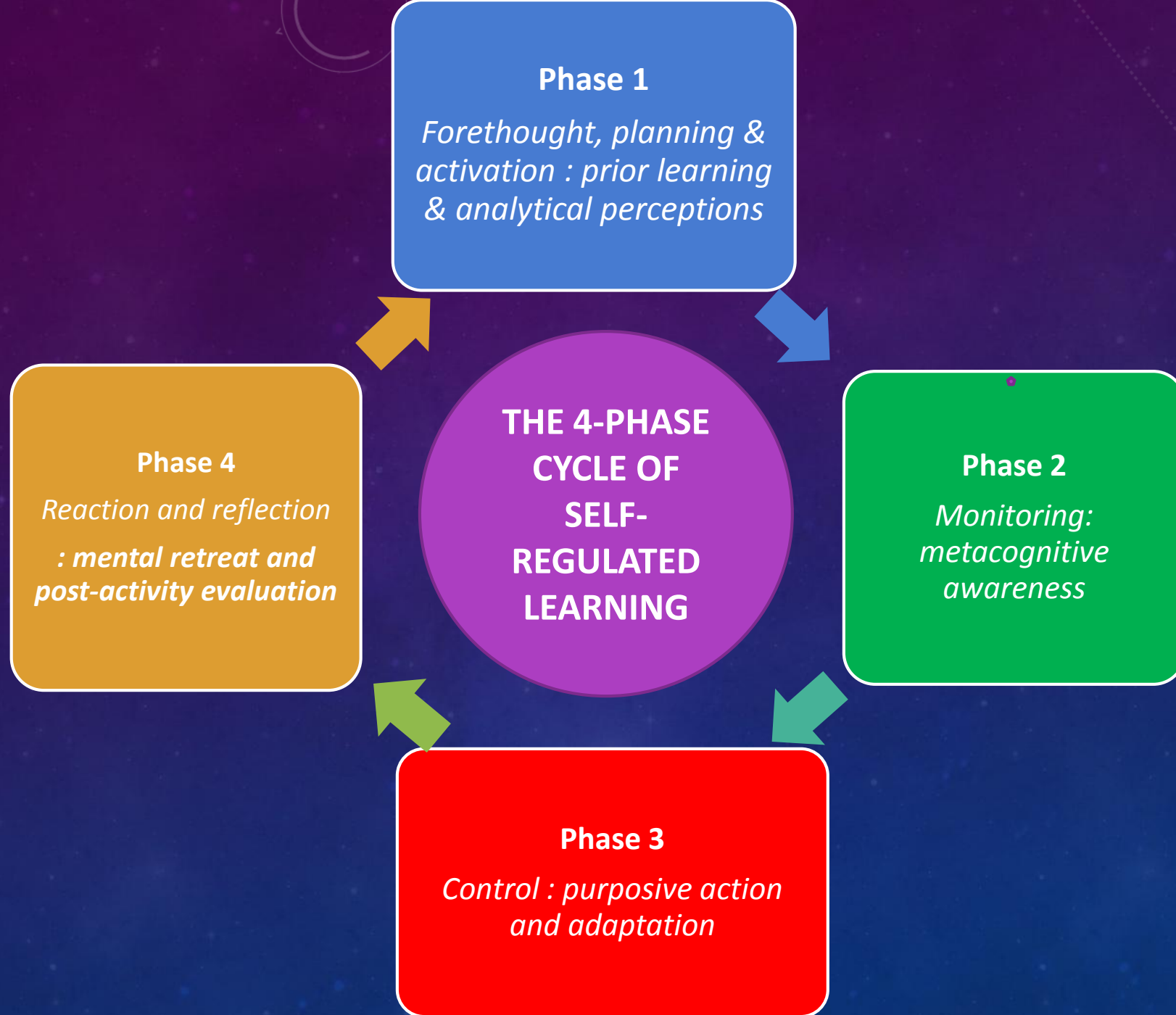
IF LCs ARE SO GOOD, WHAT IS THE PROBLEM?

1. Developmentally, university students are **not immediately in-depth critical thinkers** upon matriculation- to a great extent they have not yet crossed the threshold into abstract thought processes.
2. **Competencies** that will produce learning community outcomes **are not innate** and must therefore be taught.
3. **Learning communities are a natural spin-off from the millennials social networking** world, therefore, it will soon become the default posture of contemporary learners. This means that as a default learning context, learners will perform optimally to the extent that they are equipped to do so.
4. one can only surmise that **a learning community would be as strong as its weakest link.**
5. Self-regulated learners MAY **possess those key competencies** that will create successful learning communities.

- *Proposed solution:*
- **A Self-Regulated Learning protocol**

WHY SELF-REGULATED LEARNING (SRL)?

- Self-regulated learning is the ability that learners possess to **regulate** their **cognition, motivation, affective, behavior and environment** in order to **successfully achieve adaptive learning outcomes** such as those found in learning communities.
- According to Zimmerman (2001) self-regulated learning occurs in a 4-phase cycle that begins with planning and ends with reflection.



SRL OVERARCHING SKILLS

Cognitive Analysis

Cognitive synthesis

**Social-Cognitive
Learning**

Social relations

Affect/motivation

Environmental

COGNITIVE ANALYSIS

- Utilize an extensive repertoire of metacognitive, cognitive and behavioural strategies to achieve academic success (Pintrich, Smith, Garcia & McKeachie, 1993).
- Employ cognitive strategies like elaboration, organization and critical thinking

COGNITIVE SYNTHESIS

- Higher order mental processes (re: abstract reasoning, and reflective cognitions).
- Employ cognitive strategies like elaboration, organization and critical thinking
- Make meaningful transdiscipline connections and innovative thinking (Mishra, Fahnoe, Henriksen, 2013)

SOCIAL-COGNITIVE LEARNING

- Use strategies for time management, effort regulation help-seeking and peer learning (Pintrich and De Groot, 1990).

SOCIAL RELATIONS

- Interact with the social contruals in the learning context given that the origins of SRL is social in nature (Bandura, 1986).

AFFECT/MOTIVATION

- Activate and sustain intellectual pursuits, task related behaviours and emotions to reach learning goals.
- Engage in self-directing and self-evaluation and controlling at different stages in the learning process due mainly to the internal locus of control that such students possess.
- Reciprocally regulate cognitive and affective factors of information.

ENVIRONMENTAL MANAGEMENT

- Operate, control and manage their environmental resources (Pintrich 1999).
- Various resource management strategies
- Other researchers have cited SR learners as having the ability to monitor current and prior learning ***to change subsequent learning*** and self-create new feeling and actions to achieve independent learning.

<i>SRL OVERARCHING SKILLS</i>	<i>Literature Support for SRL Competencies</i>	<i>Related Learning Communities Outcomes</i>
<i>Cognitive Analysis</i>	Utilize an extensive repertoire of metacognitive, cognitive and behavioural strategies to achieve academic success (Pintrich, Smith, Garcia & McKeachie, 1993). Employ cognitive strategies like elaboration, organization and critical thinking	• Exploration of ideas • Explication of ideas • Critical analysis of course material • Thematic analysis, interpretation and extraction
<i>Cognitive synthesis</i>	Higher order mental processes (re: abstract reasoning, and reflective cognitions). Employ cognitive strategies like elaboration, organization and critical thinking Make meaningful transdiscipline connections and innovative thinking (Mishra, Fahnoe, Henriksen, 2013)	• Knowledge creation • Knowledge transfer across domains • Integrative project execution
<i>Social-Cognitive Learning</i>	Use strategies for time management, effort regulation help-seeking and peer learning (Pintrich and De Groot, 1990).	• Mutual sharing of knowledge • Correct interpretation of ideas • Reciprocal learning • Constructivist ideation • Knowledge co-construction • Collaboration on authentic tasks

SRL OVERARCHING SKILLS	Literature Support for SRL Competencies	Related Learning Communities Outcomes
<i>Social relations</i>	Interact with the social construals in the learning context given that the origins of SRL is social in nature	• Social interaction • Peer social support • Social openness (re: multicultural influences) • Power brokerage (re: egalitarian ideals)
<i>Affect/motivation</i>	Activate and sustain intellectual pursuits, task related behaviours and emotions to reach learning Engage in self-directing and self-evaluation and controlling at different stages in the learning process due mainly to the internal locus of control that such students possess. Reciprocally regulate cognitive and affective factors of information.	• Sustained intellectual discourse (with faculty) • Purposiveness • Emotional learning/ Reflective thoughtfulness • Reflection on learning • Breaking status quo
<i>Environmental Management</i>	Operate, control and manage their environmental resources (Pintrich 1999). Various resource management strategies SR learners also have the ability to monitor current and prior learning to change subsequent learning and self-create new feeling and actions to achieve independent learning.	• Resource synthesis and integration • Coursework re-construction • Interdisciplinary leveraging

THREE (3) STEP SRL COMPETENCIES PROTOCOL

1. Identify the LC Objectives to be realised
(re: course goals: both manifest and latent)



2. Relate the LC Objectives to specific
SRL Competencies (e.g. cognitive to cognitive, social to social)



3. Teach the SRL Competencies identified to LC members
within a social relations paradigm.



4. Assess the outcomes of the protocol for verification of competencies
required.

CONCLUSIONS

- the strength of a learning community would be directly or indirectly proportional to the competencies that individual members bring to the table.
- Self-regulated learners possess those key competencies that will create successful learning communities.
- These competencies include that ability to successfully manage their :
 1. cognitive skills,
 2. select appropriate learning strategies,
 3. think critically and deeply rather than superficially,
 4. engage in environmental restructuring,
 5. affective and motivational manipulation, and
 6. adopt socially interdependent postures during teaching-learning activities.

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