

APPENDIX G1 Promoting Self-regulatory Skills (SRS)

Task Analysis

Accurate assessment of a task and memory of what you know in relation to it (meta-memory)

- How are you making the requirements of a task explicit?
- Are students engaged in setting tasks?

Planning regulation of a task

Ability to set specific, manageable, and challenging mastery goals.

- How are you working with students to ensure the setting of appropriate incremental and final goals?
- How are you working with students to build their confidence in their ability to do well?
- How are you designing assessment to encourage students to take a deep mastery approach? Is it clear what a deep approach looks like in your discipline?

Metacognitive strategy use

Knowing what strategies to use and using them well.

- Have you signposted the key SRS that the course demands?
- Have you modelled what successful strategies look like?
- Have you provided students with opportunities to practice and evolve strategies?

Contextual regulation

Using the environment well to support learning (selectivity in choice of networks, supports etc), and adapting it to better suit needs.

- How are you training students to recognise cues, to give feedback and to filter feedback effectively?
- How are you supporting students to build effective networks of support?

Metacognitive monitoring

Accurate monitoring of progress using cues effectively, persistent and also flexible in adapting approach if needed, able to maintain motivation, focus and sense of proportion.

- How are you providing students with opportunities to test their understandings (constant comparison with other work, marking others work, developing criteria, repeated testing of ideas)?
- To what extent do you regularly test students' depth of understanding by requiring them to apply what they have learnt to new contexts?

Self-Evaluative Capacity

Ability to accurately evaluate performance and attribute causes of success and failure. Able to apply learning to future.

- How do you support students in assessing their own strengths and weaknesses, and strategies to address these?
- To what extent do you build progressive opportunities throughout the course for students to develop an understanding of quality?
- How do you use data with students to support their understanding of the effectiveness of different approaches to learning?

