

# Promoting Individual and Group Learning Regulation When Learning Remotely

Introduction to 'The Science of Learning Well...Together' Strategies



## Learning Together In The Classroom...

In a classroom learning environment, the teacher - and often other students - play an important role in managing and promoting an individual's learning: motivating and supporting students to plan, monitor, evaluate, and reflect upon their own learning.

These are the key processes involved in regulating learning, and are essential in teaching students how to learn.



## This Involves...



Helping students to plan their task and the strategies that they need to complete the task;



Monitoring how the student is going when they are working on a task;



Checking if the student is using the right strategies and approaches to finish the task;



Guiding the student to reflect on whether they know what to do and how to do it;



Providing the student with feedback on their learning; and,



Helping the student to reflect on their learning.

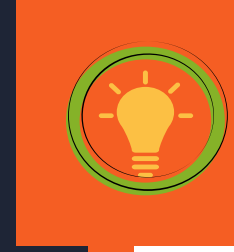


## Self-Regulated Learning

The need for individual students to be able to do this for themselves – to be self-regulated learners – is an essential skill for lifelong learning.

Self-Regulated Learning (SRL) assists learners to improve task performance and outcomes (1).

It involves the metacognitive awareness and control of an individual's thoughts, behaviours and motivations as they work towards the completion of tasks and identified learning goals (1, 2).



## Regulating Learning at Home

However, the sudden shift to remote and online learning as a result of social isolation during COVID-19, has meant that those immediate regulatory supports that students would usually find in their classrooms are now less accessible.

The result is a strain on an individual to manage their own learning in new ways.

Not knowing how to learn on one's own could lead to frustration and have a potentially negative impact on a student's motivation, connection, confidence, progress and achievement.



## Strategies to Connect and Regulate Learning

The good news is there are some simple strategies that your students could use to connect to their peers, and help them to manage their own - and their friends - learning. This social connection can also be highly motivating and enjoyable. (Experiencing positive emotions when learning is really important for effective learning too!).

The strategies in this collection are all based on evidence about how to learn effectively, and they can be modified to suit a range of different age groups, subject areas and topics.



Furthermore, they can help learners to understand how to learn through the promotion of regulated learning, not just at the individual level (SRL) but also at the group level.

Learning effectively online with others is dependent upon individual and collective learning regulation (2). In these strategies, the group plays an important role in motivating, planning, monitoring, evaluating and reflecting on each other's contribution and learning in individual and collaborative online tasks: a process known as Socially Shared Regulated Learning (SSRL).

In SSRL, group members develop shared goals and plans in relation to a task, and monitor one another's behaviour, thinking, and learning. These strategies also draw upon Science of Learning principles relating to promoting Attention, Memory, Social Connection, Positive Emotions, Challenge, Interest, Feedback, and Engagement and have embedded within them a range of effective learning strategies including Retrieval, Interleaving, Elaboration, Dual Coding, and Cooperative Learning.