Scaffolding Self-Regulated Learning Across 4 Phases

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Abstract: Winne and Hadwin’s (1998; Hadwin & Winne, Winne, 2011) model of self-regulated learning (SRL) unfolds over four loosely sequenced, recursive phases: (1) scanning internal and external conditions that may influence work on a task, (b) setting goals and designing plans to reach goals, (c) enacting the plan, and optionally (4) making major revisions to elements of phases 1-3. Within each phase, self-regulating learners seek feedback to guide metacognitive monitoring and apply metacognitive control that productively adapts their work.

This workshop starts with a sketch of Winne and Hadwin’s model of SRL. Following, the group will fill in this abstraction with real examples drawn from their individual teaching situations. Next, in small groups, participants will draw from and sharpen the picture developed in the whole group discussion to design scaffolds that (a) motivate learners to engage in SRL, (b) develop conditional knowledge that shapes metacognitive monitoring, (c) support learners to develop skills for applying metacognitive control and (d) generate useful feedback learners need for regulating their work. Groups will report out to construct a shared artifact that can be successively adapted and improved by a community of practice engaged in self-regulated learning grounded in each participant’s teaching experiences.

References

