Self-regulated learning as the key to blended learning

A learning model that would be included within this framework and that maintains a close relationship with the use of technology-rich environments is referred to as autonomous or self-regulated learning. In this type of learning, learners act as agents, i.e. they coordinate their learning skills, motivation and emotions to achieve goals.

Self-regulated learning can be structured in a cycle of 4 main stages:

1. Task analysis
2. Goal setting and plan design
3. Implementation of strategies
4. Regulation of learning

We can promote self-regulated learning through various didactic models. Here are two strategies that could be applied:

SELF-OBSERVATION

This is a metacognitive activity. The objective is based on assessing and monitoring whether the study strategies applied are effective and, if not, modifying them. It is necessary to transmit to the student the importance of becoming aware of their own cognitive processes and teach them to distinguish it from the emotional state, motivations, time invested in the activity and the level of effort used.

An example could be to detect when a student is struggling to understand what is being explained, analyse the degree of understanding and check the level of predisposition they show for learning. Afterwards, the teacher can explain to the student why it is difficult for them to understand a certain concept, the importance of their attitude, compare their interests with the subject...in conclusion, make them aware that their learning depends on themselves.

MODELLING

Around the second year of life, the human being begins to develop the semiotic function, based on the capacity to elaborate mental representations. From this function (which also encompasses other skills such as drawing, symbolic play or mental imagery) arises the capacity for deferred imitation. People, on numerous occasions, learn by using other individuals as models (known as vicarious learning). In relation to this, educators have a great responsibility, since they are the referents of their students in terms of knowledge.

Thus, the teacher must be an example, elaborating experimental explanations that demonstrate the contents, showing specific behavioural patterns, applying autonomous forms of study and posing situations in which it is necessary to manage emotions.

map
Motivate. Act. Promote