



PED PILOTS



The contents of the workbook and the circumstances of its creation

This workbook contains nine teaching units, developed by eleven (TEACHER–PILOT) Hungarian, Romanian and Serbian teachers with the aim of supporting teachers in developing the fundamental skills of self-regulated learning. The curriculum has a flexible structure, can be freely adapted and further developed, and tailored to individual needs. All this contributes to knowledge sharing among teachers and the dissemination of a modern, reflective approach to learning.

The 9 modules can be studied independently of one another, thus providing the opportunity to create personalised learning pathways. The programme conveys up-to-date and easily transferable knowledge applicable across European Union countries.

It offers methods and tools for developing self-regulated learning that can be applied immediately and easily integrated into everyday teaching practice. The diverse, motivating and varied content supports the strengthening of intrinsic motivation, adapts to different learning styles, and thus makes the independent learning process engaging and effective.

We would like to express our gratitude to all our colleagues who, as external experts, supported our work with their suggestions and testing. We are also grateful to those who have made their knowledge freely available online, thereby enabling the curriculum to be both professionally sound and varied in structure.

The workbook is available in PDF format in Hungarian, English, Serbian and Romanian, thus ensuring access for a wider professional community. The teaching material is also available online in Hungarian via the website <https://pedpilots.jozsefattilaiskola.ro/>.

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1. WHO AM I, AND HOW CAN I BE A LITTLE BETTER?

Self-awareness and a growth mindset: a friendly approach

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Introduction

Self-awareness is the starting point for successful self-regulated learning. In order for someone to effectively manage their own learning processes, it is essential that they are aware of their own habits, strengths and weaknesses, motivations, and goals. Self-awareness enables everyone to recognise which methods and strategies work best for them, how they respond to challenges, and how they can maintain their motivation in the long term. In this chapter, we offer tools and exercises to help teachers identify their own learning styles, strengths and areas for development.

Objectives

The aim of this module is to help participants identify how they learn, what motivates them, and what habits they have when learning. It also develops their self-reflection skills so that they can more consciously recognise their strengths and areas for development. The module also encourages them to set specific, personalised learning goals and to recognise how their habits and motivations affect their learning outcomes.

Time allocated to the module:

2 hours



Learning outcomes:

- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and out-of-class activities)
- Supporting learning (emotional and physical state, calm environment, encouraging independent learning, accepting mistakes)
- Personality development, individualised approach (comprehensive personality development, conscious application of pedagogical and psychological methods)

Study materials

Introduction

In this chapter, you will have the opportunity to get to know yourself a little better: how you relate to learning situations, what thoughts, expectations and feelings accompany your development process, and what internal resources you can rely on in your daily life. Self-awareness is a key component of self-regulated learning. The more clearly you can see your own strengths, habits, difficulties and motivational patterns, the more consciously you can shape your learning journey, and the more authentically you can support your students in doing the same.

This chapter helps you to take a look at your current approach to learning in short, simple steps, to map out your mindset, and to bring to the fore the positive messages that reinforce your belief in growth. There are no right or wrong answers: the aim is for you to reflect honestly on your own experiences at your own pace, to build your own and others' learning processes more consciously, and to discover the power and freedom inherent in self-regulated learning.

Getting into the right frame of mind

Before delving deeper into the topic of self-regulated learning, it is worth pausing for a moment to assess where you stand in this process right now, at the starting point. The short exercise below will help you become aware of your current feelings, motivation and inner state, which will



determine how you approach learning on the following pages.

Write down three words that best describe your current feelings or thoughts about learning!

- Why did you choose these particular words?
- What do they reveal about your current attitude towards learning?

Rate on a scale of 1 to 10 (where 1 = not at all motivated, 10 = very motivated) how motivated you currently feel!

- What supports you most in your studies right now?
- What is currently hindering or making your learning difficult?

Our beliefs about learning are often deeply rooted and frequently guide our decisions without us realising it. In this exercise, I invite you to reflect on each statement about learning and try to approach it from multiple perspectives. This will help you see what arguments are at work within you, and where your own boundaries and assumptions lie.

If I had to argue...

Choose one of the statements below! Write two short arguments: one in favour and one against!

Statements:

- “Talent is an innate quality.”
- “Everyone is capable of improving.”
- “Mistakes reveal our weaknesses.”
- “We can learn from our mistakes.”

TIP: You can also raise these questions among your friends, colleagues or students; they can spark good conversations and debates, and help develop self-awareness.

Our learning habits and experiences reveal a great deal about the situations in which we feel confident and when we become uncertain. The following set of questions encourages you to reflect on some of your past experiences and recognise the patterns that influence your current learning

processes.

Self-awareness mirror

Answer the following questions: When have you felt successful in teaching/learning? Why? When was it difficult? What did you think of yourself at the time?

Learning is most effective when we are aware of how we function: how we process information most easily, in what situations we can concentrate best, and through which methods new knowledge is retained in our minds.

The concept of learning style describes the ways in which different people most easily take in and process information. Although everyone is capable of learning in multiple ways, there are usually one or two channels that better support understanding and retention. Understanding learning styles helps us to personalise the learning process and become more aware of what makes us learn more effectively. The most commonly used model distinguishes four main learning styles:

- visual learning style: diagrams, images, colours and visual patterns aid understanding
- reading/writing-based learning style: new knowledge is acquired through texts, notes, lists and descriptions
- auditory learning style: they learn most effectively through listening, explanations, conversations and lectures
- kinesthetic (or practical) learning style: they learn best through action, experimentation, movement and practical experience

It is important to understand that there is no 'better' or 'worse' learning style. Each can be advantageous in different situations, and most people use a combination of styles. Recognising your own learning preferences, however, offers a significant advantage: it makes preparation more effective, increases motivation and helps avoid unnecessary frustration.

The following test will help you identify which learning style suits you best. It serves as a starting



point for developing more conscious learning habits and can be an important part of the process of self-discovery.

Test: learning styles

Read the statements below and select the answer option that best describes how you like to learn!
You may select more than one answer per question.

1. When learning something new, you prefer to...

- a) watch a demonstration.
- b) read instructions or a manual.
- c) listen to an explanation.
- d) try it out for yourself.

2. If you need to understand how something works, you...

- a) watch a video or look at a diagram
- b) read about it.
- c) ask someone to explain it to you.
- d) try it out, experiment with it.

3. You remember things better if...

- a) sees pictures or diagrams
- b) reads text or takes notes.
- c) talks about it or hears explanations.
- d) uses it in practice, does something with it.

4. When giving directions, you usually...

- a) draw a map or show the way visually.
- b) write down the directions.
- c) explains it verbally.
- d) accompany the person there.

5. When studying, you prefer...

- a) watching someone do something.
- b) reading or taking notes.
- c) hearing an explanation.
- d) doing something themselves.

6. When you receive new information, you find it easiest to...

- a) understand it by using pictures or diagrams.
- b) understand it by reading written material.
- c) understand it by talking or listening.
- d) understand it through practical experience.

7. When you are learning, you do best by...

- a) seeing how something works.
- b) read about it in detail.
- c) discussing it with others.
- d) try it out for yourself.

8. If you have to learn a new skill, then...

- a) watches how others do it.
- b) reads about it step by step.

- c) asks for an explanation.
- d) practises and experiments.

9. When attending a lecture, you pay more attention if...

- a) you see diagrams, pictures or a video.
- b) you are given notes or handouts.
- c) hears a detailed explanation.
- d) actively participates in the exercises.

10. When studying, you tend to...

- a) watch others doing something.
- b) take notes and read.
- c) ask questions and discuss the topic.
- d) practise the new knowledge.

11. When learning new information, I understand it best...

- a) understand it by seeing it.
- b) by reading it.
- c) by hearing it.
- d) by doing it.

12. When you have to learn new material, you do better if...

- a) you see the material visually.
- b) you read the text or take notes.
- c) someone explains it to you verbally.
- d) try it out for yourself.

13. When learning about a new topic, you are best helped by...

- a) pictures, diagrams or videos help me.
- b) text or descriptions help me.
- c) conversations and explanations help me.
- d) practical experience helps.

14. If you want to learn how to do something, you...

- a) watch how others do it.
- b) read the instructions.
- c) ask someone to explain it to you.
- d) try it out for yourself.

15. When learning new concepts, you understand best...

- a) understand them by seeing them.
- b) understand by reading.
- c) understand by hearing.
- d) understand by doing.

16. When studying, I prefer to...

- a) watch how it's done.
- b) read the material.
- c) listen to the explanation.
- d) try it out for yourself.



Now count how many times you ticked answers a, b, c, d!

If most of your answers were 'a', you **are a visual** learner. You understand information better with the help of pictures, diagrams, charts or videos. The use of visual aids, maps, graphs and charts is particularly useful for you.

If most of your answers were 'b', you **are a reading/writing** learner. Text-based materials, notes, descriptions and guides help you acquire knowledge best. Taking your own notes and rewriting or summarising what you have read can be a useful tool.

If most of your answers are 'c', you **are an auditory** learner. You learn best through listening and conversation. Lectures, explanations, group discussions and asking questions help you retain knowledge best.

If most of your answers were 'd', you are a **kinesthetic** or hands-on learner. Action, experimentation and practical experience help you learn best. Practical tasks, experiments, modelling or role-play are useful for you.

Source: <https://vark-learn.com/the-vark-questionnaire/>

TIP: If you have answers from several different types, you are a multi-channel learner who can process information effectively in various ways. In this case, it is worth organising your learning by combining visual, reading/writing, auditory and practical methods.

Understanding growth and fixed mindsets is key to supporting ourselves and our learners more consciously in their development. The following brief overview provides an insight into Carol Dweck's research, which provides a scientific basis for understanding the pedagogical significance of mindset.

Fixed mindset and growth mindset

The concept of ‘mindset’, or way of thinking, was introduced into psychological research by the American psychologist Carol Dweck. The theory is based on the idea that people can follow two main paths: the fixed mindset or the growth mindset. In the case of the fixed mindset, the individual believes that their abilities are innate and fundamentally unchangeable. In contrast, proponents of the growth mindset believe that intelligence and abilities can be developed, and that challenges, mistakes and effort are an important part of learning. According to Dweck’s research, mindset is not merely a psychological category, but has a significant impact on learning, motivation, performance and problem-solving ability. In recent decades, numerous studies and educational experiments have confirmed that mindset can be developed and has a direct impact on learning outcomes.

Individuals with a fixed mindset often view success as proof of their ability, whilst they perceive failure as a threat. They avoid challenges, as these carry uncertainty and the possibility of failure, and they often reject feedback that might threaten their self-image. They often tend to compare themselves with others’ performance, which can lead to a lack of self-confidence.

Those with a growth mindset view challenges as opportunities, regard failure as information, and strive to learn from it. For them, learning and development are continuous, and success is the result of effort and perseverance. They are typically open to new experiences and able to learn from feedback. The psychological effects of these two mindsets are significant: a fixed mindset reduces self-confidence, motivation and tolerance for failure, whilst a growth mindset increases perseverance, motivation, problem-solving ability and openness to learning.

Dweck and her colleagues (2006) demonstrated in several experimental studies that students who adopted a growth mindset responded much better to difficult tasks, were more willing to try new methods, and showed greater improvement in their problem-solving skills in the long term. Research also shows that this mindset can be taught and developed. Teachers play a key role:

stories presented to pupils that exemplify perseverance and continuous improvement contribute to the development of a growth mindset. Similarly, teacher feedback that focuses on the process and the effort also reinforces a growth mindset. According to research findings, the impact of a growth mindset extends beyond immediate academic results and, in the long term, strengthens pupils' self-esteem, motivation and academic progress.

Mindset can be shaped! Often, simply rephrasing a single sentence can help us see challenges in a different light. Below, you can rephrase a few fixed-mindset statements to shift them towards a growth mindset.

I think differently

Read and rephrase the following statements, which are expressed in a fixed mindset, to turn them into a growth mindset!

1. I'm not good with technology. →
2. He's more talented than me, there's no point in me trying. →
3. This is too difficult; I'll never manage it. →
4. If I make a mistake, it shows my weakness. →
5. I mustn't take risks, because it might lead to failure. →

Possible rephrasings:

1. I'm not good at it yet, but I can improve with practice.
2. He might be faster, but I can improve with practice.
3. This is a challenge, but I'll get there step by step.
4. Mistakes provide opportunities to learn.
5. Risk and failure are part of development.

In teaching practice, we encounter situations every day that test our mindset. Below, you can

examine everyday teaching situations from two different perspectives: a fixed mindset and a growth mindset. This dual reflection helps you recognise what messages you convey as a teacher and how you can support your students' development more consciously.

Analysis of teaching situations

Below you will find descriptions of student/teacher situations (e.g. a student who always gives up when attempting maths problems; a colleague who does not want to try a new method). How would you react?

Write two answers: one with a fixed mindset and one with a growth mindset!

Situations:

1. A student constantly gives up on trying to solve maths problems.
2. A colleague does not want to try out a new teaching method.
3. A student says: "I'm not good at learning languages."
4. A parent claims: "My child isn't creative; there's no point in pushing them."
5. In a group, some pupils are afraid of making mistakes and do not take part in the game.

Learning only becomes real change when it is put into practice through concrete steps. The action plan below helps you translate this shift in mindset into personal, tangible actions. It is important not to try to change too much at once: even a single, consciously chosen small step can have a significant impact on your day-to-day teaching practice.

One thing I will do differently from tomorrow

Self-reflection questions:

- In what areas would you like to improve as a teacher?
- How do you react to your students' mistakes/your own mistakes?
- What would be a different type of reaction?



Situation // Fixed reaction // Developing reaction

- Write/formulate a sentence that you would like to say to your students frequently from now on!
- Write down a specific change you will try out next week (e.g. giving positive feedback on mistakes / using 'not yet')!

If you have already adopted a growth mindset yourself, you can try it with your students too. Teachers' conscious attitude is key to fostering a growth mindset.

Key principles and tools:

- treating students' mistakes as learning opportunities, not as punishments;
- providing feedback on processes and effort, not just on results;
- setting students challenges, encouraging them to try and persevere;
- presenting positive examples and stories about the importance of perseverance and progress.

Methods suitable for use in schools:

- reflective discussions (pupils discuss their mistakes, failures and what they have learnt);
- goal-setting and self-assessment (students can assess their own progress on a daily or weekly basis and set their next goals);
- developing resilience (deliberately created situations where pupils can try new things in a safe environment);
- positive feedback (the teacher emphasises the learning process and effort, not just the result);
- peer feedback and collaborative learning (students evaluate each other's efforts and progress, thereby supporting a growth mindset).

A growth mindset helps students to be more flexible, to take on challenges with greater courage and to learn from their mistakes. A conscious shift in teachers' mindset can promote students'



development and self-confidence. Developing this mindset supports not only academic performance but also long-term personal and professional development. Conscious pedagogical intervention and the creation of a positive learning environment are key to students' success and motivation.

At the end of this chapter, it is worth reflecting on your own learning experiences and recognising the areas in which you have made progress. The following short reflective exercise will help you summarise what you have learnt, reinforce your new mindset, and formulate a positive statement that will support you in your further development.

Conclusion

Think of a recent difficulty you faced that was related to learning. Write down in two or three short sentences: What was the challenge? What did you learn from it, or how might it help you in your future development?

Write down a skill or area in which you still feel uncertain! Rewrite the sentence to include the phrase 'not yet', e.g. instead of 'I don't understand this topic': 'I don't understand this topic yet.' How does this phrasing change how you feel?

Write a short, encouraging sentence for yourself that might help you with your learning or boost your confidence today.!

Ideas:

“Today I'm taking a small step forward.”

“Today I am open to learning.”

Supporting materials

<https://www.edutopia.org/article/fejldő-szemlélet-resources>

<https://www.youcubed.org/resource/fejldő-szemlélet/>

<https://emilyjlang.weebly.com/tools--resources.html>

<https://pszichologus.mrazkata.com/fejldő-szemlélet-vs-pozitiv-gondolkodas/>

<https://puskarildiko.hu/fejldő-szemlélet-teszt/>

<https://moderniskola.hu/2015/08/hogyan-alakitsunk-fejlodo-gondolkodasmodot-a-tanari-szobaban/>

<https://szemléletpszichologia.hu/kepes-vagy-ra-de-el-is-kell-hinned-a-fejlodes-fokuszu-es-a-berozult-gondolkodasmod>

<https://hosoktere.org/mit-tanitunk/fejldő-szemlélet/>

<https://hosoktere.org/vallalatoknak/fejldő-szemlélet-trening/>

<https://www.agoraintezet.hu/tag/fejldő-szemlélet/>

Check questions

Decide and indicate which of the following statements belong to which mindset (F=fixed or D=developing)!

1. Talent is innate; it cannot be changed.
2. If something is difficult, it means I'm not good at it.
3. I learn from my mistakes and improve.
4. With practice, anything can be learnt.
5. Students' abilities are fixed and cannot be changed.
6. Every learning setback is an opportunity for improvement.
7. Quick results are the most important thing.
8. The learning process is more important than immediate success.

9. If it doesn't work straight away, I give up.

10. If it doesn't work the first time, I'll try new methods.

Solutions:

1.F, 2.F, 3.G, 4.G, 5.F, 6.G, 7.F, 8.G, 9.F, 10.G

Sources

Dweck, S. Carol: *The New Psychology of Success*. Ballantine Books, New York, 2007.

Dweck, S. Carol: *Mindset. The New Psychology of Success*. HVG Books, Budapest, 2020.

<https://www.szemléletkit.org/>

<https://fs.blog/carol-dweck-szemlélet/>

<https://www.youtube.com/watch?v=J-swZaKN2Ic>

<https://vark-learn.com/the-vark-questionnaire/>

<https://www.123test.com/learning-style-test/>

<https://www.123test.com/learning-style-test/>



2. MOTIVON – MOTIVATION ON!

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Introduction

Motivation is the driving force behind every successful learning process. But how do we keep it going? Our teaching material helps you navigate the different types of motivation and shows you how to ignite that inner fire. It presents a practical toolkit that ensures enthusiasm can be sustained in the long term, that ups and downs can be overcome, and that set goals become achievable.

Objectives

The aim of the module is for participants to:

- Recognise the role of motivation in the process of self-regulated learning.
- Gain an insight into the main theories of motivation.
- Understand the differences between intrinsic and extrinsic motivation and their effects on learning.
- Acquire practical techniques to help maintain motivation.
- Develop their reflective teaching skills.

Time allocated to the module:

2–3 hours

Learning outcomes

With the help of the course material, participants will be able to:

- Interpret the role of motivation in the phases of self-regulated learning.

- Identify the main theories of motivation.
- Diagnose their own and their students' motivation problems.
- Transform performance-oriented tasks into learning-oriented ones.
- Apply differentiation strategies for students with different motivational profiles.

Teaching competences to be developed

- Planning pedagogical processes and self-reflection on their implementation
- Supporting learning (emotional and physical well-being)
- Commitment and professional accountability for professional development

Study materials

A self-regulated learner actively manages their own learning, planning, monitoring and improving their learning strategies and outcomes (Pintrich, 2000; Zimmerman, 2000). Teachers are more inclined to self-regulate their teaching than their own learning activities (Van Eekelen et al., 2005). When teaching, they are active directors, setting the goals and methods and evaluating the results, whereas in professional development they are often passive. The aim of the curriculum is to encourage teachers to transfer the self-regulatory skills they have already successfully applied in managing, planning and reflecting on their teaching practice to their own personal learning processes. Rapos et al. (2020) highlight that a prerequisite for teachers' professional development and lifelong learning is the application of self-regulated learning at a higher level.

Motivational theories in the context of self-regulated learning

From a learning perspective, the most important forms of motivation are intrinsic and extrinsic motivation. As a teacher, you often hear that intrinsic motivation is good, whilst extrinsic motivation is less valuable. In your own learning, you may also find that the reality is more nuanced; in most learning situations, these are intertwined.

Questions:

- When do you enjoy learning the most?
- When you are genuinely interested in a subject, or when you need to obtain a certificate or accreditation points?
- Is there any further training that you initially felt was compulsory, but then realised how useful it was?

Not all further training or professional development stems from internal interest; often, external expectations place the teacher in a learning situation. How can external motivation gradually become internal in one's own learning? Deci and Ryan's (2000) Self-Determination Theory provides an answer to this.

1. Self-Determination Theory

Deci and Ryan's (2000) Self-Determination Theory does not seek to answer what motivates us or what goals we set, but focuses on why we engage in certain activities and what internal motivations underlie our behaviour. One of the theory's major advantages is that it takes into account three fundamental psychological needs:

- autonomy (self-determination),
- competence (a sense of effectiveness and expertise)
- connection (the need to belong, love, attachment).

Motivation is understood as a continuous scale ranging from external regulation to complete internal motivation. On this continuum, behaviour can gradually become increasingly internal: an action and a part of one's self. From the perspective of self-regulated learning, it is very important that learning, which is initially driven by external factors (such as expectations), becomes internal over time. If we succeed in 'making motivation our own', in internalising it, then we learn not out

of external compulsion but by our own choice, and so we will be able to consciously direct and organise our own learning.

Self-reflection: The path to internalisation

Think of a subject or administrative task that you used to dislike but now enjoy doing. What helped you to transform external compulsion into an internal need, to internalise it? (E.g. did you understand the point of it? Did it become routine? Did you receive positive feedback?)

Answer:

Autonomy

This refers to internal control; we feel that our actions are our own choice. It is an essential component of actions arising from an individual’s own will and internal motivation. We feel autonomous when we can choose between tasks, methods and/or time management.

Examples of levels of autonomy:

Controlled (low autonomy)

Mandatory further training, I have to do it.

If I don’t do it, there will be trouble.

I’m not interested, I just want to get it over with.

Management expects it.

Autonomous (high autonomy)

I chose the training because I

I think it’s important to learn this because it helps me in my work.

I’m curious to see what I can learn from this.

I’m taking part in the training because it aligns with my goals.

Task: Describe a learning situation from the past year where:

- You had a high degree of autonomy:



- Your autonomy was low:
- How did you feel in both situations?
- How did this affect your learning outcomes?

Answer:

Competence

A sense of competence promotes an individual’s independence and, at the same time, the presence of personal agency. It means that we feel effective and can successfully handle challenges. The sense of competence is strengthened when the task is neither too easy nor too difficult; this is *the* so-called ‘*flow zone*’ (Csíkszentmihályi, 1990). The sense of competence is strengthened when we recognise and become aware of our progress (Schunk & DiBenedetto, 2016).

Methods:

- Before-and-after comparison: What was I capable of a month ago vs. now?
- Learning diary: Regular reflection on what I have learnt.
- Milestones: Specific points where we pause and assess our progress.
- Portfolio: We collect our work and see our progress.

Example:

- Task too difficult → Anxiety, failure → Sense of competence decreases
- Optimal challenge → Immersion, development → Sense of competence strengthens
- Task too easy → Boredom → Sense of competence stagnates

Task: Analysing feedback

“Sorry, that’s the wrong answer. You haven’t studied enough. Try again!”

Analyse what problems this feedback presents in terms of motivation?



- a) It reduces self-efficacy.
- b) It conveys a fixed view of ability.
- c) It does not provide constructive guidance.
- d) It causes feelings of shame.

Select the true statements, then rewrite the feedback in a motivating way!

.....
.....

Answer key: All answers are correct. Detailed explanation:

- a) It reduces self-efficacy. It conveys the message that the student is incapable of completing the task, rather than guiding them on what they could do to succeed.
- b) It conveys a fixed view of ability. It links knowledge solely to the amount of study, not to the right strategy.
- c) It does not provide constructive guidance. Simply saying ‘try again’ is useless in itself, as it does not tell the student what to do differently, so the mistake will be repeated.
- d) It causes feelings of shame. Due to the accusatory tone, the student experiences the mistake as a failure, which discourages them from trying again.

Connection

Learning is more effective when we are part of a supportive community and can share our experiences with colleagues. A social environment and supportive relationships are important because they strengthen an individual’s self-confidence and independence. When someone is in a safe, supportive environment, they have greater faith in their own abilities and are more confident in making independent decisions. Collaborative learning reduces stress and increases commitment. When our need for connection is met in learning, then:



- We feel we are not alone on our learning journey.
- We are part of a supportive community.
- We can share our experiences, questions and successes.
- We feel safe and do not need to fear judgement.
- We feel that we are important to others (teachers, mentors, peers).

When the need for connection is not met, then:

- We feel isolated and alone.
- No one takes an interest in our learning.
- We cannot share our thoughts.
- We feel threatened by our surroundings (judgement, competition).
- We are surrounded by indifference.

Task:

Identify which teaching behaviours promote engagement *and* which hinder it.

Teacher behaviour	Supports ✓	Hinders X
The teacher simply lectures; there is no interaction		
The teacher calls participants by name		
The teacher shames those who make mistakes		
The teacher creates opportunities for small-group discussions. Opportunities for small-group discussions		
The teacher shares their own experiences and mistakes		
The teacher creates a competitive atmosphere among the participants. Creating a competitive atmosphere among the participants		

The teacher takes an interest in the participants' experiences		
No one is allowed to speak during the lesson, only listen		

2. The relationship between flow and self-regulated learning

According to Csikszentmihályi (1993), flow motivates practice and the development of competence. Characteristics of the flow experience:

- A sense of completeness (immersion in the activity)
- Cessation of self-monitoring (no anxiety)
- Focused attention (attention is concentrated on a narrow stimulus field)
- Suspension of the perception of time (time either speeds up or slows down considerably, losing its significance)
- Sense of control (a feeling of complete control over one's own actions and the environment)

Task: Designating a flow zone

Aim of the task: to help the teacher consciously create a time and place where they can immerse themselves undisturbed in learning a creative online lesson.

Steps to follow:

Choose a regular time each week (e.g. 1 hour a week) when nothing else will disturb your learning!

Choose a place where you can work in peace (e.g. your own room, the library, a study corner)!

Make sure you have the necessary equipment and environment ready: (a computer or tablet, a stable internet connection, a notebook, and headphones to help you concentrate)!

Make a quick note:

When will you be studying?

Where will you study?



What distractions do you need to minimise (e.g. phone, communication with family, noise)?
Reflect briefly: Why did you choose this time and place? How does this help creative immersion and the effective acquisition of the online course material?

Flow is rarely sustained during learning processes. Numerous factors interrupt immersion: e.g. a sudden increase in the difficulty of the task (anxiety), distracting stimuli (e.g. notifications) or fatigue. The question may arise: what sustains the activity when the state of flow no longer exists? Kuhl's (2000) concept of volitional control may provide an answer to this.

3. The role of volitional elements (volition)

According to Kuhl (2000), motivation alone does not guarantee successful performance; willpower is also required. In his study, he points out that motivation is about decision-making (What do I want?). Willpower, on the other hand, is about execution and perseverance (How do I stick to my goal despite the difficulties?). Once action begins, volitional processes take over, directing the action towards completion. It determines whether the initial intention is fulfilled or thwarted by distractions (e.g. emails, administrative burdens). This is why will is considered a key component of the performance phase in theoretical models of self-regulated learning.

Task:

- a)** Formulate 'If... then...' plans to counteract distractions (e.g. 'If I receive an email notification, I will ignore it until the end of the module.')
- b)** Please rate on a scale of 1 to 5 how well the following needs were met whilst working through the learning unit!

Psychological need	1 - Not at all 2 - To a small extent 3 - Moderately 4 - To a large extent 5 - Completely	What can you do about it?
Autonomy To what extent did you feel that you were learning based on your own decisions?		You choose the part of the material that interests you most
Competence To what extent did you feel that you were successfully mastering the new strategies?		At the end of each module, summarise what you have learnt.
Connection To what extent did you feel part of a supportive community?		Discuss what you have learnt with a colleague.

4. Goal-oriented theory: Why do we learn?

Goal-orientation theories highlight that the ‘why’ of learning fundamentally determines the depth and success of the learning process (Dweck, 1986). Research distinguishes between internal (intrinsic) and external (extrinsic) goals: whilst intrinsic goals aimed at personal development and contributing to the community lead to greater well-being and sustainable motivation, extrinsic goals focused on fame or material rewards result in more fragile performance (Kasser & Ryan, 1996).



Educational psychology distinguishes between two main goal orientations:

- **Mastery (or learning) goal orientation:** In this case, the learner's primary goal is to acquire genuine competence, gain a deep understanding of new knowledge and develop skills. Failure is viewed not as a personal setback, but as part of the learning process, as feedback. This orientation is the 'strongest driving force', as it creates an internal need for development.
- **Performance (or comparative) goal orientation:** Here, the emphasis is on demonstrating one's own abilities and comparing them with others. The learner's aim is to achieve positive evaluation (outperforming others) or to avoid negative criticism. This can often lead to more superficial learning strategies and a fear of making mistakes.

The literature confirms that learners with intrinsic motivation demonstrate higher levels of self-regulatory skills: they plan more consciously, employ more effective metacognitive strategies, and maintain their focus of attention for longer, even when faced with difficulties (Pintrich, 2000).

5. Achievement motivation

Current research into learning motivation focuses on mastery motivation.

- It is a key factor in the structure of learning motivation, driving the acquisition and practice of a skill or ability.
- It plays a decisive role in cognitive, social and psychomotor development.
- In terms of intellectual development, its predictive power is stronger than that of intelligence.

The basis of the learning motivation system is the motivation to acquire skills, which, under optimal conditions, continues to operate until a skill or ability has been acquired to such an extent that the task in question no longer presents a challenge to the individual. The functioning of self-regulated learning is determined to the greatest extent by acquisition motives and metacognitive strategies (*see Module 5 for further details*).

- Learners with a higher level of motivation to learn are more likely to be able to self-regulate their learning.

- They are more likely to plan, monitor and review their learning.
- Conscious self-regulation can partially compensate for a lack of intrinsic drive or motivation.
- As students get older, self-regulation may play an increasingly important role.

Contemporary educational psychology research focuses on the motivation to learn, which is the primary determinant of the quality of the learning process.

- The core of the motivational structure: This driving force is a specific internal drive aimed at practising skills and abilities, as well as achieving competence over the environment.
- Holistic effect: It plays a fundamental role not only in cognitive (intellectual) development, but also in social and psychomotor development.
- Predictive power: The level of motivation to learn is often a more reliable predictor of academic success and intellectual development than the intelligence quotient (IQ) in the traditional sense.

Mechanism of action and self-regulation

The motivation to learn, which forms the basis of the learning motivation system, is built on challenge-oriented functioning. Ideally, it keeps the individual engaged until the acquisition of the given skill reaches the level of automation, that is, until the novelty and challenge of the task cease to exist.

The effectiveness of self-regulated learning rests on two pillars: the strength of learning motivations and awareness of metacognitive strategies.

- Awareness and control: Autonomous self-regulation is more characteristic of learners with a strong motivation to learn. This is evident in the phases of the learning process: in the precise planning of goals, the systematic monitoring of the process, and the objective self-assessment of results.
- Compensatory role: Conscious self-regulation is able to bridge periods when internal drive and interest temporarily wane, thereby ensuring the continuity of the learning process.

- Age-related characteristics: As we grow older, the biologically encoded drive to learn is gradually replaced by consciously directed self-regulation, which is the key to professional development and lifelong learning.

6. Self-efficacy

Self-efficacy is the belief in one’s own abilities to successfully perform a given task (Bandura, 1997). Self-efficacy directly influences our motivation:

High self-efficacy → Greater perseverance, more effort, seeking out challenges.

Low self-efficacy → Giving up, avoidance behaviour, anxiety.

Sources of self-efficacy that fuel our motivation:

- a) Direct experience of success (Strongest). I’ve done it before, so I can do it!
- b) Vicarious experience (the success of others). If they could do it, so can I! Verbal encouragement (reassurance). You can do it!
- c) Physiological state (Calmness). Positive feelings increase confidence.

Source of self-efficacy	Brief explanation	Example of the teacher’s own learning
Direct experience of success	Has previously managed to complete a similar task, so they are confident in their abilities.	Having successfully mastered a digital teaching module previously, they are now confidently starting the next, more complex online course.
Proxy experience	The success of others inspires them to believe they can do it too.	A colleague has smoothly completed the creative online training, which motivates him to delve into the course material himself.



Source of self-efficacy	Brief explanation	Example of the teacher's own learning
Verbal persuasion	Self-motivating affirmation or encouragement from others.	You consciously tell yourself: "I passed the previous module, so I'll pass this practical task too."
Physiological state	A positive emotional state and calmness boost self-confidence.	You learn the module's content in a comfortable, quiet place and in a good mood, so you feel less stressed and make more efficient progress.

7. Emotions and motivation

The emotions we experience whilst learning directly influence our motivation, attention and learning strategies.

Our emotions during learning are determined by two main factors:

a) Perceived control: To what extent do I feel in control of the situation?

High control → Positive emotions (pride)

Low control → Negative emotions (anxiety)

b) Perceived value: How important do I consider this learning to be?

High value + High control → Joy, enthusiasm

High value + Low control → Anxiety

Low value → Boredom

Maintaining positive emotions → Increasing motivation

Managing negative emotions → Breaking down barriers to learning

Learning factor	High / Low	Positive / Negative emotion	Example of the teacher's own learning	How can you increase positive emotions / reduce negative ones?
Perception of control	High	Pride, satisfaction	You have planned your own study time and location, and are making good progress with the module.	Breaking tasks down into smaller steps, working at your own pace, taking breaks
Sense of control	Low	Anxiety, frustration	You do not understand the module's complex tasks and feel uncertain about your progress.	Practising smaller sections, looking for analogous examples, asking for help
Perception of value	High	Joy, enthusiasm	Knows that the module improves their teaching methods and can manage their progress.	Be aware of the module's importance, set a learning goal, and track progress!
Value perception	High	Anxiety	The module is important, but they do not understand the steps involved in the tasks.	Break down the task, plan the steps, ask for feedback!
Value perception	Low	Boredom, lack of interest	The course material is not relevant to them; they do not see the point of it.	Find the personal or professional relevance of the curriculum, focus on your own goals!

8. Interest and motivation

The four-stage model of interest development (Hidi & Renninger, 2006) shows how interest that leads to lasting, intrinsic motivation develops.

The four stages of interest:

1. Interest creates self-sustaining motivation.
2. The more developed the interest, the less external motivation is required.
3. Interest strengthens the sense of competence and autonomy (SDT).
4. It promotes deep, meaningful learning.

How can interest be developed?

Through personal relevance: How does it relate to my own life and goals?

Through an interesting context: Creative, varied approaches.

Through choice: Following one's own interests (autonomy).

Through community: Learning with peers who share similar interests.

Task: Developing perseverance

Find an example from your own life when your initial enthusiasm (motivation) ran out and the process was taken over by willpower (volition)!

- What strategy did you use to overcome distractions or internal resistance?
- How did your commitment to the goal (goal orientation) help you in this situation?

10. The scaffolding strategy

The concept of scaffolding was introduced by Jerome Bruner and his colleagues, but it is based on Lev Vygotsky's concept of the zone of proximal development (ZPD).

What is the zone of proximal development?

The 'gap' between the learner's current abilities and the level they could potentially reach. In other words: tasks that the learner cannot yet complete independently, but can solve with expert assistance.

The essence of scaffolding:

The teacher provides temporary, flexible support so that the learner can carry out even complex tasks. As the learner's competence and self-regulation skills grow, support is gradually reduced, allowing the learner to take on independent responsibility.

The level of support and motivational outcomes

Under-support (Too high a challenge)

What happens? If the task is too difficult and there is insufficient support, the learner becomes overwhelmed.

Process: High anxiety → Frustration → Repeated experiences of failure → Decreased self-efficacy and motivation

Example: If we expect a Year 7 biology class to analyse an entire forest ecosystem straight away, but do not provide any guidance or examples, the pupils may become uncertain and lose their motivation.

Optimal scaffolding (Appropriate challenge)

What happens? Help arrives precisely where the learner gets stuck, and the complex task is broken down into manageable parts.

Process: Successful effort → Positive feedback → Sense of competence → Motivation and flow state stabilise.

Example: Let's break down the forest ecosystem project into smaller parts: first, they identify the trees; then the soil organisms; and finally, they map out the relationships. Here, the teacher provides guidance and asks questions, but does not solve the task for them.

Over-supporting (Too little challenge)

What happens? If the teacher provides too much help even when the pupil could solve the problem independently, the opportunity for development is lost.

Process: Learned helplessness or boredom → Stagnation of cognitive development → Decline in motivation

Example: If the teacher tells the students what to do at every single step of the project, they will not learn problem-solving skills or independence.

Level of scaffolding	Description	Process/effect on the student	Example for a biology lesson (local wildlife research)
Under-shoring (too great a challenge)	The task is too difficult; there isn't enough help	Anxiety → Frustration → Sense of failure → Decreased motivation	We immediately expect students to analyse the entire ecosystem without professional guidance.
Optimal scaffolding (appropriate challenge)	Help arrives precisely where the learner gets stuck; the complex task is broken down into parts	Sense of achievement → Positive feedback → Sense of competence → Motivation and flow stabilise	Breaking the project down into steps: 1. Selecting a location 2. Observation checklist 3. Data collection 4. Organising data 5. Presentation; the teacher provides guidance
Over-support (too low a challenge)	The pupil is already capable of completing the task independently, but the teacher directs every step	Learned helplessness → Boredom → Stagnation of cognitive development → Decreased motivation	The teacher tells the pupils what to do at every single step, so they do not practise independent problem-solving.

Practical examples by subject

Biology: observing living organisms, breaking a complex project down into small steps

History: preparing for a museum visit → gathering sources → list of questions → presentation

Maths: breaking down difficult problems step by step, providing guidance on how to solve them



Tips:

- Provide more guidance at the start, then gradually allow for more independence!
- Make sure the task is neither too difficult nor too easy!
- Break complex projects down into smaller, manageable steps!
- Monitor the students' motivation and sense of competence, and adjust your support accordingly!

Task:

Think about your own subject and a complex project! Break it down into 5–6 small, manageable steps!

Determine where you will provide support and at what level (under-support, optimal, over-support)!

Supporting materials

[Self-regulated learning – Motivation \(YouTube\)](#)

<https://www.youtube.com/watch?v=xN6lAEGPrkI&pp=ygUmw5Zuc3phYsOhbHlvesOzIHRhbnVsw6FzIC0gbW90aXbDoWNpw7M%3D>

[Motivation Self-Regulated Learning \(YouTube\)](#)

<https://www.youtube.com/watch?v=A64J2eEZ4Os&pp=ygUiTW90aXZhdGlvbiBTZWxmIFJlZ3VsYXRlZCBMZWFybmluZWw%3D%3D>

<https://www.youtube.com/watch?v=CaTSevGeBVk&pp=ygUiTW90aXZhdGlvbiBTZWxmIFJlZ3VsYXRlZCBMZWFybmluZ9IHCQkDCgGHKiGM7w%3D%3D>

More videos:

<https://youtu.be/KgtV1sHKLQU>

<https://youtu.be/dHsOwlimpz4>

https://youtu.be/JkhS69W_kg8

Check your understanding

1. Matching: Match the correct term with the correct definition!

Term	Definition
1. Autonomy	A) We belong somewhere; we give and receive care.
2. Competence	B) The gradual transformation of external motivation into internal motivation.
3. Connection	C) Our actions are in harmony with our values; we have a choice.
4. Internalisation	D) A sense of efficacy, managing challenges, experiencing growth.

Answer: 1-C, 2-D, 3-A, 4-B

2. Select the correct answer regarding the student's expected emotional state!

The level of challenge is high, but the student's competence is low:

a) boredom b) anxiety c) flow d) apathy

The level of challenge is low, but the learner's ability is high:

a) boredom b) anxiety c) flow d) excitement

Solution: 1-b, 2-a

3. Why is engagement crucial?

a) Students can compete with one another, which improves performance.

b) As social beings, a supportive community reduces stress and increases commitment.

c) During group work, fewer tasks fall to each individual.

Answer: b

4. Match the situations below with the correct source!

1. I can see your hands are shaking before the exam. Let's take a few deep breaths, have a sip of water to calm down! (___)
2. Look at Zsolt! He found it difficult at first too, but he managed it with practice. If he could do it, you can do it too! (___)
3. Think back to last week! You solved this type of problem perfectly then too. You'll manage it this time as well, because you've done it before. (___)
4. I believe in you. I know you have what it takes to do this task. (___)

Sources:

- A) Direct experience of success
- B) Vicarious experience
- C) Verbal reassurance
- D) Physiological and emotional state

Answers: 1-D, 2-B, 3-A, 4-C

5. True T or False F?

1. The aim of the development of interest is to completely replace external motivation with internal motivation. [___]
2. Self-determination theory and interest theory contradict each other because interest does not support autonomy. [___]

Answer: 1. T; 2. F

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3. Goal-setting, planning, time management – keeping not just your diary, but your mind in order

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Introduction

In this chapter, you will learn about the three fundamental pillars of self-development: conscious goal-setting, time management tools, and methods for creating a flexible schedule. The aim of the module is to help you understand how to coordinate daily tasks and longer-term plans in a way that increases efficiency whilst reducing overload. By the end of the module, you will be able to organise your time more consciously and thereby maintain your motivation.

Objectives

During the learning process, participants will:

- become able to set realistic and motivating goals.
- master the most important tools and techniques of time management.
- develop the ability to plan flexibly, enabling them to respond effectively to unexpected situations without losing sight of the main objective.

Time allocated to the module:

2 hours

Learning outcomes

- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and extracurricular activities)



- Reflective thinking: independent reflection, analysis of learning experiences
- Personality development, individualised approach (comprehensive personality development, conscious application of pedagogical and psychological methods)
- Commitment and professional accountability for professional development (self-reflection, collaboration with others, professional cooperation, future plans)

Study materials

Why are goal-setting and planning important in self-regulated learning?

Szilvia is a primary school teacher and the mother of two young children. She feels that at the start of the school year she is ‘starting a new life’: she wants to read more professional literature, she wants to prepare better for her lessons, and she has also resolved to exercise regularly. She writes in her diary: “1 hour of professional development every weekday (professional literature, training videos)”, “3 workouts a week”, “I always make a healthy dinner in the evening.”

She started enthusiastically in the first week, but by the second week she was already facing reality: a parents’ evening, an unexpected substitution, a sick child at home. More and more of her ambitious plans fell by the wayside. Szilvia became increasingly disappointed in herself: “If I can’t stick to the plan, then there’s no point in anything.”

Does this situation sound familiar to you?

Teachers’ daily lives change rapidly, and learning often only fits into whatever time is left over. In such cases, conscious goal-setting and planning are not merely useful tools, but fundamental prerequisites for sustainable learning and motivation. If a teacher cannot structure their learning processes, they may easily feel that the acquisition of new knowledge is constantly falling behind. Clearly defined goals provide direction, whilst detailed plans ensure that every step can be tracked and evaluated. Furthermore, conscious time management helps in dealing with external and internal time-wasters, whilst maintaining mental balance ensures that learning does not lead to burnout.

The psychology of goal-setting

Goal-setting is the foundation of self-regulated learning. For teachers, clearly defined goals are particularly important, as the role of the educator, the delivery of lessons, monitoring students' individual progress and professional self-development all occur simultaneously. The clarity of goals has a motivating effect.

According to psychological research, clear and challenging goals increase motivation and perseverance (Locke & Latham, 2019). When a teacher, for example, sets the goal of 'using more digital tools in my lessons', the goal remains vague, and the risk of procrastination increases. However, if the goal is more specific, such as "I will integrate a new digital task every month and ask students for feedback to measure its effectiveness", the goal is measurable, trackable and motivating.

The SMART model (Specific, Measurable, Achievable, Relevant, Time-bound) offers a framework to help formulate goals. According to psychological research, realistic, step-by-step goals maintain self-confidence as they provide a regular sense of achievement, whilst overly ambitious goals can easily lead to feelings of failure and burnout. A well-designed system of goals thus supports not only performance but also psychological well-being.

An introduction to the SMART model using an example

Let's say someone wants to learn how to use an online survey creation tool (such as Google Forms). The SMART objective might look like this:

S – Specific: I want to learn how to use an online survey creation tool so that I can create and evaluate surveys independently.

M – Measurable: I will consider the goal achieved when I have created at least three questionnaires of my own and have been able to export or analyse the results.

A – Achievable: I will practise for 30 minutes twice a week, following online guides and videos. This can realistically be fitted into my daily routine.

R – Relevant: This goal is useful to me because it develops my digital skills and supports my work, studies or personal projects.

T – Time-bound: I want to be able to use the programme confidently within four weeks. This goal is therefore clear, measurable and achievable: it is not an abstract intention, but a plan broken down into concrete steps that motivates and aids progress.

Task: Formulating your own SMART goal

1. Choose a new skill or piece of knowledge you'd like to learn!
2. Write down the goal in simple, general terms!
3. Rewrite the goal in SMART format!

S – Specific: What exactly is the goal?

M – Measurable: How can you measure your progress?

A – Achievable: Is the goal realistic given the time and resources available?

R – Relevant: Why is this goal important to you?

T – Time-bound: By when do you want to achieve the goal?

4. Write down your SMART goal in full sentences!

5. Reflect!

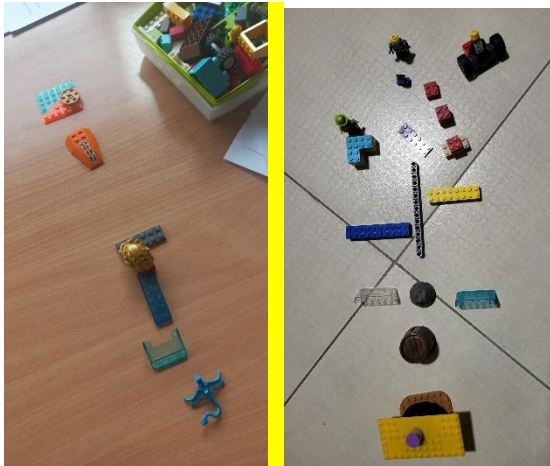
- Which part was the easiest to complete?
- Which one caused you difficulty?
- What can you do to actually achieve your goal?

“Well-formed goal” exercise

In educational practice, we can enhance the effectiveness of goal-setting beyond SMART goals using the NLP (Neuro-Linguistic Programming) “Well-formed outcome” exercise. This method

helps participants set clear, intrinsically motivating and achievable goals. Below, you can read the steps of the exercise. You can choose a new goal, or think of something you have been planning for a long time, putting off, but for some reason have never taken the right steps towards (though you can also consider the steps based on the goal used in the previous exercise).

It may help to lay out the steps on a table using LEGO bricks, building blocks, buttons or beans. You could ask a colleague, friend or partner to support the process by asking questions. If you carry out the exercise in this way, represent yourself on the table with a chosen symbol, and for each question and answer, place your answer with a new symbol. At the end of the process, symbolically take the first step. You can also take a photo of the finished layout, so that if you get stuck later, you can look back at it at any time and recall the train of thought. The symbolic representation of the goal and the steps leading to it can further aid clarity and the more conscious planning of its realisation.



Task: Whether working with the goal you set earlier or a new one, go through the following:

1. Define the goal precisely

- Formulate your goal in positive terms!

Example: “I would like to be able to create visual presentations for my teaching materials independently using Canva.”

2. Make it tangible

- What will I see, hear and feel when I have achieved my goal?

Example: “I’ll see the finished presentation on the screen, hear positive feedback from my students, and feel confident.”

3. What lies behind the goal? – What motivates me?

- Why is the goal important to me?

- What values does it serve (e.g. self-improvement, perseverance, creativity)?

Example: “I’d like my lessons to be visually appealing, as this would increase the students’ interest.”

4. Identifying people who can help

- Who could support me?

- Who could I learn from or draw inspiration from?

Example: “Fellow teachers, online Canva tutorials, friends who are already familiar with using Canva.”

5. Identifying obstacles

- What internal (e.g. fear, procrastination) and external (e.g. lack of time, resources) obstacles might arise?

- How can I deal with these, and what resources could I mobilise?

Example: If the obstacle is a lack of time, one solution is to break the required time down into small chunks (15 minutes a day).

6. Timeframe and specific steps

- When will I start working towards my goal?

- What specific, measurable steps will I take?

Example: Step one: Create a Canva account – today; step two: Watch a one-hour tutorial video – tomorrow; step three: Create my own presentation – by the end of the week.

7. Ecology check

- Does the goal fit with my personality, values and life situation?
- How will achieving this goal affect me and my environment?

Example: “Yes, because visual teaching and engaging students are important to me. Students’ motivation also increases when I engage them visually.”

8. Positive visualisation

- To conclude, imagine that the goal has already been achieved.
- How do you feel, what do you think, and what changes has this brought to your life?

Combining these two methods helps ensure that goals do not merely exist on paper, but—by aligning with our values and capabilities—boost our perseverance and chances of success: SMART shows us what we want to achieve, whilst a well-formulated goal shows us how and why, and helps us organise the process from within.

Time management tools

Teachers’ time is often fragmented among daily tasks: teaching, administration, meetings, communication with parents, cover teaching, professional development programmes, and continuous learning and self-improvement. This multifaceted activity results in the teacher feeling, by the end of the day, that “I’ve been working all day, yet I haven’t finished anything”. There are several factors behind this: urgent, unexpected tasks divert attention away from activities that serve truly important, long-term goals; and interruptions (phone calls, emails, requests from students and colleagues) force the mind to constantly restart, which results in a loss of time.

One classic tool for effective time management is the **Eisenhower Matrix**, which organises tasks along two axes: *important–unimportant* and *urgent–non-urgent*. Most people tend to react to urgent but not necessarily important tasks, as these provide an immediate sense of satisfaction (‘I’ve done it, ticked it off’). Yet the key to long-term effectiveness lies in focusing on tasks that

are **important but not urgent** – such as curriculum development, professional development, prevention, or building relationships with students. These require planning, conscious focus and a timeframe, but in the long run they reduce stress and the need for firefighting solutions.

	URGENT	NOT URGENT
IMPORTANT	Do it now!	Schedule it!
NOT IMPORTANT	Delegate!	Delete it! Ignore it!

Figure 1: Eisenhower Matrix

Modern time management tools include microlearning and short focus intervals. **The Pomodoro Technique** (Cirillo, 2006) alternates between 25-minute bursts of intensive work and 5-minute breaks, thereby increasing concentration and reducing mental fatigue. The psychological basis of the method is that attention is time-limited, and short, well-structured time blocks facilitate the attainment of a state of flow.



One Pomodoro cycle

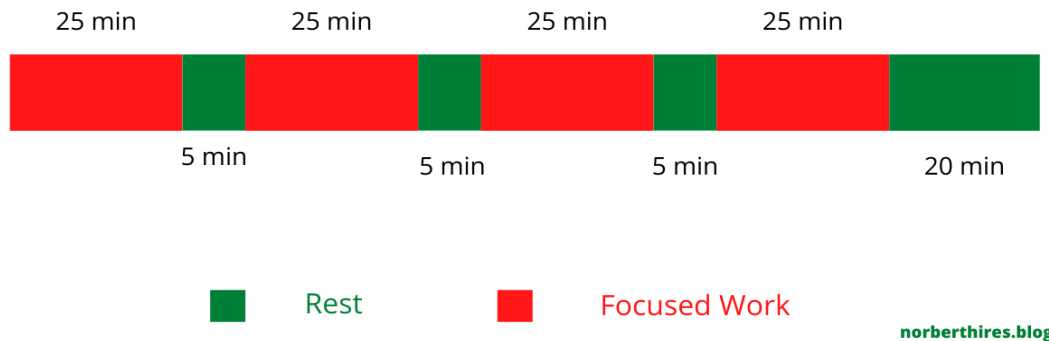


Figure 2: Pomodoro cycle (source: norberthires.com)

There is now a wealth of time-management tools available in digital form: calendar apps, task managers (e.g. Trello, Notion, Todoist), focus timers and online reminders all help with conscious time management. The key, however, lies not in the tool itself, but in consistency and self-reflection: what do I do day in, day out that truly contributes to my goals – and what do I do merely out of habit or a sense of guilt?

Alongside setting priorities, **it is essential to recognise and limit time-wasters**. Any activity that does not bring you closer to your goals counts as a time-waster, such as uncontrolled email checking, unnecessary meetings, multitasking or procrastination.

Time management is therefore a complex skill that encompasses cognitive, behavioural and emotional elements. Conscious planning, prioritisation, reducing time-wasters and utilising focus periods all contribute to a teacher’s balanced and productive work.

Below you will find two tasks related to time management that may be of help to you in the future.

Task 1: Eisenhower Matrix

Objective: To raise awareness of time use and to recognise important and unimportant activities
Write down on a piece of paper or in a digital note how your previous working day went, hour by hour. List every activity, even brief interruptions: teaching, administration, reading emails, breaks, conversations, social media, phone calls, etc. The aim is to get as accurate a picture as possible of how your time was spent.

1. Eisenhower analysis:

Draw a matrix based on the diagram shown above (Figure 1):

- Important and urgent
- Important but not urgent
- Urgent but not important
- Neither urgent nor important!

Then place the activities listed in the previous step in the appropriate boxes.!

2. Reflection: Think about the following questions:

- Which activities turned out to be ‘time-wasters’?
- Which important but not urgent tasks did you put off?
- How could you consciously prioritise these next week?

Task 2 (optional):

Next week, try using the Pomodoro Technique on a task you usually tend to put off (e.g. developing teaching materials, writing a project). Observe how this affects your concentration and performance!

Flexible time management

Time management is not just about organising tasks, but also about creating inner balance. A distinctive feature of teaching is that it is difficult to plan: an unexpected substitution, a problematic situation among pupils, or a sudden administrative requirement can arise at any time. This is

precisely why a rigid, minute-by-minute schedule often causes nothing but frustration. The key is flexible time management, which provides both a framework and room for manoeuvre.

One of the foundations of flexible time management is the reassessment of priorities. It is helpful if the teacher recognises at which time of day they are most productive (e.g. mornings are better suited to creative tasks, afternoons to administrative work) and adapts their activities accordingly. Flexibility does not mean a lack of structure, but rather that the system is capable of adapting to real-life situations.

An important element is the inclusion of **buffer times** in the timetable. If every minute is scheduled, a single delay or unexpected event can trigger a domino effect. Buffer time – for example, a 10–15-minute break after each lesson – is not a luxury, but the key to sustainable operation. This provides an opportunity to switch gears, take a short breather and deal with unexpected situations without throwing the entire schedule into disarray.

Another fundamental principle of flexible time management is **self-reflection and adjustment**. A brief weekly review – “what went well, what took too long?” – helps to fine-tune the system. The aim is not for everything to be perfect, but for there to be conscious improvement in time management as well.

Finally, the psychological aspect of flexible time management should not be overlooked. Our relationship with time often stems from internal expectations and beliefs (‘a good teacher is always available’, ‘I can’t say no’). Part of self-development is recognising that time is not just for work, but also for recharging. Rest is not time wasted, but an investment in the next day’s performance.

Here are two exercises related to flexible time management:

Exercise: *The changing day scenario*

Objective: To practise flexibility and adaptability in everyday work

1. Draw up an overview of your ideal working day, broken down by the hour! Note down when you teach, when you deal with administrative tasks, when you liaise with parents or colleagues,



and when you set aside time for rest! It is important to also note at what time of day you feel most energetic and when you experience fatigue.

2. Now imagine that your day doesn't go according to plan! How would you adjust your day so that it doesn't feel chaotic?

Think about the following questions:

- What could you postpone?
- What could you shorten without compromising on quality?
- Which activities would you definitely stick to?
- What would help keep the day manageable despite unexpected situations?
- In which areas could you remain flexible?
- What new habits or strategies could you incorporate into your daily routine in the future?

Additional task:

Over the next week, keep track of when and why you deviated from your daily plan! At the end of the week, briefly assess how much flexibility helped you to complete your tasks anyway, and to what extent it contributed to your sense of balance!

Supporting materials

Time management: https://adaptiveconsulting.hu/ido-gazdalkodas_tipppek/index.html

Pomodoro Technique <https://nofluffjobs.com/hu/log/karrier/onfejlesztés/pomodoro-technika-utmutato-hogyan-mukodik-es-mikor-erdemes-hasznalni/>

Effective and stress-free task management in everyday life <https://c0f9314fde.clvaw-cdnwnd.com/1c5aaba974303f4464c59cd4f8eeb377/200000251-3d84d3d84f/video3635996542.mp4?ph=c0f9314fde>

Eisenhower Matrix <https://asana.com/resources/eisenhower-matrix>

Assessment tasks

A teacher's SMART goal is as follows: "I will integrate one new digital task into my lessons each month and analyse the students' feedback."

Which element does not prove that the objective is truly SMART?

- A) Specific, because it precisely defines the activity
- B) Measurable, because the number of feedback responses and the number of integrations can be verified
- C) Time-bound, because it specifies a monthly frequency
- D) Not achievable, because it involves too many tasks

Correct answer: D

Question 2 (True-False)

Internal motivation ensures more lasting results in the long term than purely external rewards or expectations.

- A) True
- B) False

Correct answer: A) True

2. Time management tools

Question 3 (Multiple choice)

A teacher's day includes the following activities: reading emails, developing teaching materials, parent-teacher meetings, and social media. How can these be prioritised correctly using the Eisenhower Matrix?

- A) Developing teaching materials – 1. Important but not urgent
- B) Reading emails – 2. Urgent but not important
- C) Social media – 3. Not important and not urgent

D) Parent-teacher meetings – 4. Important and urgent

- A
- B
- C
- D

Question 4 (True-False)

The advantage of the Pomodoro Technique is that, instead of long, uninterrupted work sessions, it increases efficiency and reduces mental fatigue through short, focused time blocks.

- A) True
- B) False

Correct answer: A) True

3. Flexible time management

Question 5 (Multiple choice)

Which strategic elements support flexible time management?

- A) Building in buffer times into the schedule
- B) Weekly reflection on the success of the schedule
- C) Specifying the exact duration of each task
- D) Tasks aligned with the most productive time of day

Correct answer: A, B, D

Question 6 (True-False)

Flexibility means that we can adjust the schedule in any way, spontaneously, without taking regularity and priorities into account.

- A) True
- B) False

Correct answer: B) False

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4. Learning to learn? Yes! – The stages of the learning cycle: From planning to re-planning

Compiled by:

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Introduction

Nowadays, the effectiveness of learning is determined not only by the content of the curriculum, but also by the awareness and direction of the learning process. Self-regulated learning is a complex competence that encompasses goal-setting, attention management, awareness of thought processes, self-assessment and the continuous refinement of learning strategies.

Teachers play a key role in enabling learners to manage and critically analyse their own learning. However, for this to happen, it is essential that teachers themselves understand and practise the principles of self-regulation, as well as becoming aware of their own learning processes.

Objectives

The aim of this training material is to support teachers in understanding and applying the steps of self-regulated learning through the interlinked stages of planning, monitoring, reflection, evaluation and correction. The material offers theoretical foundations, reflective questions and practical tools to enable participants to develop self-regulated learning in their own teaching practice – both in themselves and in their students.

Time allocated to the module:

2 hours

Learning outcomes

The focus is on developing the following teaching competencies:

Supporting learning (emotional and physical state, calm environment, encouraging independent learning, accepting mistakes)

Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, extracurricular activities)

Reflective thinking: independent reflection, analysis of learning experiences

Study material

This chapter guides you, as a teacher, through the five stages of self-regulated learning. The aim is twofold:

1. To support your own professional development and conscious learning.
2. To provide knowledge that can later be passed on to students.

At each stage, you will find a brief theoretical summary, a few examples of how to put it into practice, and a reflection task.

1. Planning – Setting clear objectives

We have already read about our first stage in detail in the previous chapter. It is important to note that planning is the starting point of learning. A well-formulated goal and a clear learning plan provide direction, increase motivation, and help to organise time and resources effectively. Goal-setting can activate prior knowledge as well as metacognitive knowledge. Goals can be short-, medium- or long-term. The SMART principle is a good guide. You can find out more about it here:

<https://pszichologus.mrazkata.com/celkituzes-hatekonyan-avagy-mit-jelentenek-a-smart-celok/>

Examples:

- Drawing up an annual professional development plan that includes the competencies to be developed, learning objectives, a timetable and planned forms of assessment.
- Setting monthly goals that focus on a specific area for development or a learning challenge (e.g. trying out a new assessment tool, consciously using a digital learning environment, introducing a reflective journal).

Reflection task: Write down a professional or personal learning goal for the coming month!

- Why do you consider this goal important?
- What specific steps can you outline to achieve it?
- What resources (time, support, knowledge, tools) will you need?
- How will you measure or recognise your progress?

2. Monitoring/Self-assessment – Tracking progress

Monitoring, that is, the conscious tracking of the learning process, is the second stage of self-regulated learning. In this phase, the learner – or the teacher managing their own professional development – continuously assesses their progress towards the set goals and, based on this, is able to intervene in the learning process in a timely manner.

According to the literature (Zimmerman, 2000; Schunk, 2005), monitoring encompasses the processes of self-observation and self-judgement. This means that the learner observes their own activity, records their progress, and consciously assesses the extent to which the chosen strategies contribute to achieving the goal. Monitoring is therefore not passive observation, but active cognitive control, which enables the continuous fine-tuning of the learning process.

Monitoring is closely linked to metacognitive awareness (Flavell, 1979): the recognition of what we do and how we do it during learning. Self-reflection helps the teacher to be not merely a participant in, but a conscious director of, their own professional development. The information gathered during monitoring serves as the basis for the next step – evaluation and re-planning.

In practice, monitoring can take various forms:

- Keeping a learning diary or reflection journal, in which the teacher records their experiences, insights and difficulties;
- Using checklists or self-assessment sheets to help structure feedback for oneself;
- Compiling a development portfolio containing specific documents and milestones of the learning process;
- Professional discussions and peer reviews with colleagues, which provide an external perspective for self-reflection.

Regular self-reflection – be it a brief note, a checklist or a detailed reflection – facilitates proactive correction, that is, recognising learning difficulties in good time and effectively adjusting our strategies. This strengthens the sense of self-efficacy (Bandura, 1997), which maintains motivation and perseverance in the learning process in the long term.

Example: Keeping a learning diary in which you record, on a weekly basis, which professional activities have contributed to your development, what difficulties you have encountered, and what you plan to do differently in the coming period.

Reflection task: Think about how you currently track your own professional development!

- What tools and methods do you use to document this?
- What forms of feedback are most helpful for self-reflection?
- Make a list of the tools that would enable you to monitor your own learning processes more effectively!

3. Thinking / Reflection – Conscious processing of experiences

Reflection is a key element of self-regulated learning, enabling the learner or teacher to consciously process experiences, interpret events and draw lessons. During reflection, experiences do not merely appear as events, but are transformed into structured knowledge and learning opportunities.

According to the theoretical background, reflective thinking is closely linked to metacognition (Flavell, 1979) and models of self-regulated learning (Zimmerman, 2000). In educational practice, reflection helps participants in the learning process to evaluate their own strategies, recognise their strengths and areas for development, and consciously modify their learning strategies in order to achieve future goals.

The psychological benefits of reflection are also significant:

- Stress reduction: organising and interpreting experiences helps to reduce uncertainty and anxiety;
- Maintaining motivation: becoming aware of positive outcomes and progress strengthens the sense of self-efficacy (Bandura, 1977/1997);
- Rethinking the direction of development: reflection enables the reconsideration of learning goals and strategies, as well as the planning of next steps.

In practice, reflection can take various forms:

- Keeping a learning diary or reflection journal, in which the teacher records their weekly or daily experiences, insights and moments of joy;
- Using self-reflection questions: What have I learnt? What caused difficulties? How did I solve the problems? What brought me joy?
- Professional discussions and peer reviews with colleagues, which provide an external perspective for self-reflection and help develop new strategies.

Example: Keeping a learning diary, professional discussions and sharing experiences

Reflection task: Describe a recent learning experience and analyse the lessons learnt!

- Which strategies were effective?
- What caused difficulties, and how did you respond?
- What would you do differently in future to make your learning even more conscious and effective?

4. Assessment – Review of results and competences

Assessment is the next stage of self-regulated learning, during which the learner or teacher compares the set goals with the results achieved. This process enables a conscious review of learning strategies and competences, as well as the identification of directions for further development.

Assessment is not merely a measuring tool, but also a learning opportunity. It helps identify which strategies have worked well and in which areas adjustments or further development are needed. Various tools can be used in teaching practice:

- self-assessment questionnaires, which help to raise awareness of competencies and areas for development;
- competence maps, which visually illustrate strengths and areas for development;
- SWOT analysis, which supports reflection through the analysis of strengths, weaknesses, opportunities and threats. You can find out more about SWOT analysis at the following link: <https://hirmagazin.sulinet.hu/hu/pedagogia/modszer-tar-a-swot-analizis>.

Part of the assessment may involve reinterpreting tasks and strategies, which allows for fine-tuning the learning process. This makes the process entirely self-regulated, as the learner decides on the next steps based on their own experiences. The conclusions drawn during the assessment help determine what else is needed during the learning activity.

Example: reinterpreting notes – at the end of a training course, the teacher reviews their own notes, compares them with their previously set goals, and then identifies the next steps for development.

Reflection task: List three areas in which you have developed during your last training course, and two in which you would still like to develop!

- What methods can you use to further strengthen your existing skills?
- What resources or support do you need for further development?

5. Redesign – Flexibly shaping the learning process

Redesign is the concluding yet simultaneously new opening stage of self-regulated learning, enabling the teacher to adjust their goals, strategies and tools based on previous experiences and reflections. This process ensures the flexibility and continuous development of learning, as every assessment and reflection provides an opportunity to rethink goals.

During the re-planning process, the teacher:

- reviews the results achieved and compares them with the set goal, reviewing the difficulties and successes encountered during the learning process;
- set new goals for the next period, or modify previously defined goals;
- select new learning strategies and tools that are better suited to the goals and experiences;
- consciously plans the next steps, taking into account aspects of self-efficacy, motivation and time management (Bandura, 1997; Zimmerman, 2000).

The psychological and pedagogical advantage of re-planning is that the learning process is not static but constantly evolving and adaptive, thus enabling the teacher to consciously shape their own professional development and the learning environment. This phase ensures that self-regulated learning develops cyclically, building on experience, and that the teacher moves forward in a reflective and conscious manner in each new cycle.

Example: learning diary, entry – at the end of the school year, the teacher considers which practices, strategies and methods they wish to retain for the following year, and which ones are worth modifying or discarding.

Reflection task:

Choose one of your previous professional goals and consider:

- What would you change about it now, based on your experience and reflective evaluation?
- What new strategies or tools would you use to achieve the goal?



- How will this re-planning influence your next learning cycle and professional development?

Summary

The process of self-regulated learning consists of five interlinked stages:

1. Planning – The teacher consciously sets goals, assesses resources and determines learning strategies. Setting short- and long-term goals helps to maintain motivation and a sense of direction.
2. Self-observation / Monitoring – Continuous monitoring of progress enables the teacher to identify difficulties in good time, measure progress and make adjustments where necessary. Learning diaries, checklists or competence records are important tools at this stage.
3. Reflection – The teacher consciously processes experiences, evaluates the effectiveness of strategies, and draws conclusions. This process helps to reduce stress, maintain motivation, and consciously rethink the direction of development.
4. Evaluation – When reviewing outcomes and competencies, the teacher compares the set objectives with the results achieved. Tools may include self-assessment questionnaires, competency maps or SWOT analysis. The evaluation helps identify areas for development and further actions.
5. Re-planning – Flexibly adapting the learning process allows for the modification of goals, strategies and tools based on experience. This ensures that the teacher develops cyclically and consciously, and is more effective in the next learning phase.

Based on the stages outlined above, the teacher can create a self-regulation map that visually illustrates the learning process: from setting objectives, through monitoring, reflection and evaluation, to re-planning. This map helps to organise the process, understand the stages of development and consciously apply the strategies learnt in one's own professional development. Using the self-regulation map helps teachers to consciously guide their own learning and effectively support learners in developing self-regulated learning. You can find a sample in the supporting materials.

Supporting materials

Self-regulation Map – Completed example

This is an example of what a teacher’s self-regulation map might look like.

Self-Regulation Map – Completed example

<i>Station</i>	<i>Sample content</i>
1. Goal	My goal is to manage my my time when preparing lessons, and to devote at least one hour a week to professional self-development.
2. Tracking progress	Keeping a weekly log where I briefly note down how much time I spent on professional development and what tools I used for time management.
3. Reflection	At the end of the first month, I realised that the afternoon hours are better suitable for self-study. I found it difficult to meet deadlines, but I noticed an improvement.
4. Evaluation	I managed to spend more than one hour a week on self-study. My My time management tools (digital calendar) , but I still need to improve my planning.
5. Re-planning	Next month, I would like to introduce the Pomodoro Technique and schedule my professional reading in advance. I also even.

Tip: This is just an example. You can fill in the map to suit your own professional goals and circumstances.

Self-Regulation Map – Fillable Template

This template can help you plan and track your own self-regulation process. For each stage, write down your own experiences and plans!

<i>Stage</i>	
1. Goal	Enter your own professional or personal learning goal here (e.g. a SMART objective)!
2. Tracking progress	Enter here how you will track your progress (diary, checklist, metrics)!
3. Reflection	Write here what went well, what was difficult, what feelings you experienced, and what lessons you learnt!
4. Evaluation	Here, write down the results achieved, competencies, strengths and areas for improvement!
5. Replanning	Here, write down how you will adjust your goals and strategies, what you will on, what you're leaving behind, and what new things you're trying out!

Tip: You can list several points for each stage. It's a good idea to include dates so you can track your progress.

Checklist

Test your knowledge!

1. Why is monitoring important for your own professional development?
 - a) It helps you track your progress and respond in a timely manner.
 - b) It helps with administration.
 - c) It is not a necessary step.



2. True or false: Redesign only takes place if you have failed.
3. Which technique aids reflection?
 - a) Journaling
 - b) SWOT analysis
 - c) Weekly planner (this is more about planning than reflection)
4. Name a tool you use to track your own professional development!
5. Create your own 'Self-Regulation Map': 1. Goal, 2. Tracking progress, 3. Reflection, 4. Evaluation, 5. Re-planning.

Answers: 1-a, 2- false, 3- a b, 4- individual answer, 5. create your own template

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5. Metacognition and learning strategies

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Introduction

Learning is a complex, multi-faceted process in which individuals not only acquire knowledge but also become capable of managing their own thinking, behaviour and emotions. Effective learning is determined not only by appropriate cognitive processes, but also by the learner's self-regulation skills and emotional state. Modern pedagogy therefore places increasing emphasis on the conscious application of various learning strategies: cognitive, metacognitive, as well as motivational and affective strategies. Together, these ensure that we are able to understand, direct and sustain learning processes. Motivational and affective techniques are particularly important, as intrinsic motivation, emotional stability and a positive attitude significantly influence learning effectiveness and perseverance.

Objectives

The aim of this training material is to support teachers in understanding and applying the steps of self-regulated learning, through the interlinked stages of planning, monitoring, reflecting, evaluating and re-planning. The material offers theoretical foundations, reflective questions and practical tools to enable participants to develop self-regulated learning in their own teaching practice – both in themselves and in their pupils.

Time allocated to the teaching unit:

2 teaching hours

Learning outcomes

Teacher competences to be developed:

- Metacognitive awareness and self-reflection in teacher learning;
- Planning and structuring learning;
- Monitoring and self-assessment of the learning process;
- Motivational and affective self-regulation in teachers' professional development;
- Cooperative professional learning;
- Supporting learning (emotional and physical state, calm environment, encouraging independent learning, accepting mistakes)
- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and extracurricular activities)
- Reflective thinking: independent reflection, analysis of learning experiences

Study material

Before tackling the tasks, let's look at what metacognition actually means.

Metacognition is the human ability to map, monitor and regulate one's own cognitive processes. Metacognition is, in essence, thinking about thinking. A group of experts recently suggested that certain aspects of metacognition may not necessarily have evolved through genetic selection, but rather through processes of cultural selection. According to the cultural origins hypothesis, the development of metacognition was greatly supported by a social environment in which people learned from one another, provided feedback, and reflected on their own thought processes. Metacognitive development is closely linked to the quality of social interactions, particularly those situations in which the learner verbalises their own thought processes. This means that metacognition is not an innate trait, but a learnable skill. This assumption is known as the cultural **origins** hypothesis.



Metacognition essentially means the conscious observation of our own thinking. It follows a theoretical framework comprising two main components:

1. **Metacognitive knowledge**, that is, becoming aware of our existing knowledge. Metacognitive knowledge is based on the learner's awareness of their own thoughts and learning strategies, which manifests itself in the form of declarative knowledge, procedural knowledge and conditional knowledge.
2. **Metacognitive regulation**, that is, the actions necessary for effective learning. Whilst metacognitive knowledge concerns ideas and facts, metacognitive regulation involves carrying out the actions necessary for effective learning in three stages: *planning, monitoring and evaluation*.

Metacognitive strategies:

Metacognitive strategies are processes that can be broken down into steps, which we can use to monitor our thinking and which help us achieve a set goal (such as understanding a text).

They help to review and direct learning, serve to plan and monitor thinking, and also check the results of the activity.

They usually precede or follow cognitive operations (e.g. asking questions).

Metacognition and learning:

It plays a key role in successful learning, which is why it is important to study and develop learners' thinking so that they can use their cognitive abilities more effectively with the help of metacognition.

Studying metacognition can help teachers understand the cognitive processes that take place during learning and the differences between stronger and weaker learners.

The relationship between metacognition and self-regulated learning

Metacognition plays a key role in self-regulated learning, as it enables individuals to consciously

plan, monitor and evaluate their own learning processes, rather than merely carrying out tasks, thereby taking responsibility for their own learning and being able to flexibly adapt their learning strategies. Below is a set of tasks designed to develop the above competencies.

Developing metacognition:

More detailed material on this can be found in Chapter 4.

1. Awareness – ‘How do I think?’

Aim: for the individual to recognise what they know, what they do not know, and how they learn.

2. Teaching planning – “How am I going to work?”

Aim: for the individual to think ahead, rather than simply starting work.

3. Self-assessment – “Am I making good progress?”

Aim: for the individual to monitor their progress and make adjustments as they go along.

4. Reflection – “What have I learnt about learning?”

Aim: to look back not only on the result, but also on the process.

5. Teaching thinking strategies

We do not assume that the individual “knows this already”.

6. Teacher modelling (thinking aloud)

One of the most powerful tools.

7. Creating a safe learning environment

Metacognition only develops in a safe environment.

A. Getting into the right frame of mind – How do I learn as a teacher?

Task:

Think back to a specific, recent situation in which you acquired new professional knowledge (e.g. a methodological idea, a conflict management tool, a pedagogical approach)!

Write down or reflect on the following questions:

What was the moment or situation when you felt: “I am really learning now”?_

What helped your learning process?

(e.g. personal motivation, a safe environment, practical experimentation, feedback)

What made learning difficult or slowed it down? (e.g. lack of time, resistance, tiredness, previous bad experiences)?

What emotions did you experience whilst learning? _____

What does this situation reveal about how you learn as a teacher

2. What does self-regulated learning mean for a teacher?

a. Presentation of a visual model

Take a look at the flowchart or the pie chart representing the three phases!





These three elements together constitute a teacher's self-regulated learning. We will now look at which of these is closest to you.

A. Reflection card/statements

Individual reflection

Please read the three statements below! Each one represents a phase of self-regulated learning.

a. Planning

“I can easily articulate what I want to focus on professionally.”

b. Monitoring

“I regularly check how I am progressing towards my professional goals.”

c. Evaluation

“I often reflect on what went well and what I'd like to change.”

Task:

1. Think through your own experiences, then select:

- the statement that best describes you at the moment;
- and the one that describes you the least!

(We are not looking for “right” or “wrong” answers, but rather an awareness of how you currently operate.)

2. Quick focus point identification – personal compass

Please tick on the worksheet:

- tick ✓ the phase you currently feel is your strongest;
- with a ! the phase you identify as an area for improvement.

This marking will not be shared; it is intended solely for your personal work.

B. Exercise – Map of my learning patterns – interactive self-discovery task

Please complete the learning map below based on your own experiences!

You will find an explanation below the table to help you.

<p>“Where I perform well” (green)</p>	<p>“Where I get stuck” (red)</p>
<p>“What motivates me” (yellow)</p>	<p>“What could help me improve” (blue)</p>

Part I – “Where I perform well” (green)

List the learning situations or methods that go well, where you feel confident!

Examples:

- I quickly grasp new methodological material;
- I learn easily from videos;
- I’m efficient when there’s a deadline.

Part II – ‘Where I get stuck’ (red)

List the areas that hinder or slow down your professional learning!

Examples:



- I procrastinate;
- I am overloaded;
- my concentration wanders when working through long texts;
- I don't have time to organise what I've learnt.

Part III – 'What motivates me' (yellow)

What motivates you to learn?

Examples:

- trying out new ideas with the children;
- observing good examples from other teachers;
- a sense of personal achievement;
- taking part in training courses.

Part IV – 'What could help with development' (blue)

Describe what tools, circumstances or support would help make learning more effective!

Examples:

- better time management;
- 10 minutes of reflection at the end of each day;
- feedback from colleagues;
- a study partner or professional mentor.

Identifying a focal point

Once the map is complete:

- look over the whole sheet;
- circle the one element you would most like to develop.

This will be your personal learning focus for the coming period.

This exercise helps you to plan a learning process realistically, breaking it down into steps. The

goal does not stand alone, but is built on habits, motivation and conscious obstacle management.

B. Planning: Goal Pyramid

Task:

Please fill in the goal pyramid below, working from the bottom up or from the top down – whichever feels more natural to you!

Keep your descriptions short and to the point! We're not looking for a perfect plan, but a working initial idea.

LEVEL 1 – THE PEAK

Formulate a single, very specific goal that

- can be achieved within 6–8 weeks,
- brings about meaningful change!

My goal:

(e.g. 'By the end of February, I will be regularly using a new formative assessment method.')

LEVEL 2 – MOTIVATION

Why is this important to you?

- What would you like to see done differently in your own work?
- How would this change help you?

LEVEL 3 – HABITS

What specific behaviours help you move forward?

Write down 3–4 small, regularly repeatable actions that support the achievement of your goal!

1.
2.
3.
4.

(e.g. reading once a week, trying things out, taking brief notes, etc.)

LEVEL 4 – BASIC LEVEL

Possible obstacles and solutions

What might get in the way? – What can you do about it?

Obstacle	Solution

(e.g. lack of time – weekly planning; forgetfulness – calendar reminder)

Final self-reflection

Which single element in this pyramid is most crucial to success?

A. Monitoring: “What should you do to track your progress?”

This exercise helps you to consciously and regularly track your professional development, rather than simply evaluating it after the fact. The emphasis is on brief, repeatable self-assessment that



can realistically be incorporated into your daily routine.

Instructions

Use the steps below to put together your own weekly self-assessment questionnaire!

This set of questions will serve as a regular point of reference over the coming weeks.

Step 1 – Think about what helps you keep track of your learning!

Read through the options below, then tick the ones that could realistically work for you!

- short written diary
- weekly self-assessment questions
- feedback requested from a colleague
- consciously setting milestones

(You may select more than one.)

Step 2 – Compiling your own weekly self-assessment questionnaire

Choose 4–6 questions that you would like to answer once a week!

You can use the sample questions below or come up with your own.

What have you learnt this week?

What did you try out in practice?

What went well?

What didn't work, or where did you get stuck?

What feedback did you receive (if any)?

What should your next step be?

Your own questions:

Step 3 – Deciding on the form of monitoring

Decide where and when you will use this set of questions!

Where will you keep it?

- in a notebook
- in a digital notebook
- linked to a diary
- in some other way

When do you reply to it?

- at the weekend
- on a specific day
- at a variable time

Step 4 – Commitment

In one sentence, describe what helps you to actually carry out this monitoring regularly?

Final self-reflection

Answer briefly! What do you gain by not only learning but also tracking your progress?

Professional learning environment:

This task helps you to become aware of:

- what kind of learning environment would best support your development,
- and how your current reality compares to this.

Comparing these two perspectives helps you make realistic yet forward-looking decisions.

Please complete the table below!

The ideal learning environment for you	Your current learning environment

Guiding questions:

- Where would you most like to study?
- What resources would you need?
- What timeframe would work for you?
- What kind of support would be helpful?
- What kind of feedback would be helpful?

Mapping your current learning environment

The real-life circumstances go on the right-hand side:

- Where do you actually study?
- How much peace and quiet/time/calm is there?
- What digital resources do you use?
- Do you receive feedback from your colleagues?
- What hinders you? What supports you?

Circle the one thing that you can most easily achieve in your current environment!



B. Final task

What have you learnt from this chapter? Think it through **and** answer the questions!

What was the insight, thought or experience that had the strongest impact on you?

What would you like to change in the learning process?

Supporting materials:

Self-regulated learning workbook

1. Today's starting point:

What did you learn today (or this week)?

2. Planning – Your goal for today / this week:

What is the one specific goal you are focusing on today? Why is this important to you?

3. Monitoring – How did it go?

- You tried out something from what you've learnt.
- You encountered difficulties.
- You experienced a sense of achievement.
- They asked for or received feedback.

4. Reflection

What is one sentence you would like to remember from today's lesson?

5. Assessment – Where are you now?

Which phase did you find most challenging today? Why?

6. Affective self-regulation – How did you support yourself?

- You took a break.
- You praised yourself.
- Reduced stress.

7. Professional learning environment

What helped today? What hindered progress?



8. Next steps

One small, achievable step for the coming days:

Checklist

1. What does self-regulated learning mean for a teacher?
 - a) Supervising pupils during lessons
 - b) The teacher's conscious, goal-oriented, reflective professional learning
 - c) Reducing the teacher's administrative tasks
2. Which of the following is NOT part of the three phases of self-regulated learning?
 - a) Planning
 - b) Monitoring
 - c) Evaluation
 - d) Curriculum development
3. Which statement is true of the 'monitoring' phase?
 - a) It only takes place at the end of the school year.
 - b) The teacher constantly monitors their own progress.
 - c) It is not linked to reflective thinking.
4. Why is retrospective reflection useful?
 - a) It helps to identify mistakes in others' work.
 - b) It helps reduce stress and consolidate what has been learnt.
 - c) It is merely an administrative obligation.

5. Which is an affective (emotional) self-regulation technique?
- a) Note-taking
 - b) Breathing exercises or brief mindfulness
 - c) Changing the classroom seating arrangement
6. Why is a well-designed learning environment important for the teacher?
- a) It reduces learning efficiency.
 - b) It is unnecessary, as the teacher can teach anywhere.
 - c) It helps to maintain focus and regularity.
7. Which of the following belongs to the planning stage?
- a) Testing what has been learnt in class
 - b) Setting objectives and assessing resources
 - c) Reviewing the results
8. What is the purpose of monitoring questions?
- a) Disciplining pupils
 - b) Consciously tracking one's own learning progress
 - c) Monitoring working hours
9. What is the most effective first step towards achieving a new professional goal?
- a) Procrastinating
 - b) Identifying a small, immediately actionable step
 - c) Waiting until you have more time

Answers: 1 a, 2 d, 3 b, 4 b, 5 b, 6 c, 7 b, 8 b, 9 b



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6. Teachers' self-regulation and professional development

SELF-REGULATED LEARNING IN A COLLABORATIVE CONTEXT

Compiled by:

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Introduction

A teacher who manages themselves well can achieve balance, effectiveness and credibility, whilst maintaining their motivation in the long term and developing professionally. Our topic lies at the intersection of teachers' self-development, professional development and community collaboration. Let us briefly examine how self-regulation, professional advancement and collaborative learning are interconnected.

By teacher self-regulation, we mean that the teacher is able to:

- consciously **plan their own learning and development**;
- **reflect** on their own professional practice;
- **evaluate** their results and, based on these, **adjust** their goals and methods.

This process is analogous to the classical models of self-regulated learning (e.g. Zimmerman), except that the focus is on the teacher as both a professional and a learner, rather than on the learner's role.

Professional development: progress in a teacher's career can be understood not only in terms of formal qualifications, but also as a continuous learning process, namely:

- mastering new pedagogical methods;
- adapting to learners' needs;
- developing digital skills;
- active participation in professional communities.

Self-regulation is therefore the driving force behind sustainable professional development.

The collaborative context means that learning takes place not as an individual process but as a communal one, for example:

- in staff professional workshops and working groups,
- in learning communities, training sessions and courses,
- in horizontal forms of learning (mentoring, lesson observations, joint reflection).

In this context, self-regulation is extended because:

- it takes into account not only individual goals but also **shared goals**;
- reflection and feedback are **mutual**;
- self-regulation can be achieved **with social support**.

This lesson unit is closely linked to Chapter 3 of our curriculum. In the section entitled '*Goal-setting, planning, time management – keeping not just your diary but your soul in order*', you can read more about setting personal goals and the time management required for successful self-development.

Objectives

Our aim is that, following this review of the teaching unit, teachers' self-reflective, self-regulating and collaborative learning abilities will develop, and their professional autonomy and awareness will increase.

Self-reflection: to be able to identify their own strengths and areas for development in their teaching work more effectively.

Goal-setting and planning: learn to set more specific, realistic professional development goals.

Self-monitoring: monitor their own learning and development process and be able to incorporate feedback.

Self-assessment: be able to realistically assess their own professional progress.



Ability to reflect collaboratively: be able to engage more deeply in professional discussions, and to share and receive experiences as a partner.

Co-regulation: be able to regulate the learning process together with others (e.g. setting objectives, joint assessment).

Communicative flexibility: develop their professional communication skills, and the ability to give and receive constructive feedback.

Time allocated to the teaching unit:

2 teaching hours

Learning outcomes

- Professional tasks, subject-specific knowledge
- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and extracurricular activities)
- Supporting learning (emotional and physical well-being, a calm environment, encouraging independent learning, accepting mistakes)
- Personality development, individualised approach (special educational needs, learning difficulties..., comprehensive personality development, conscious application of pedagogical and psychological methods)
- Development of groups and communities (openness, creating opportunities, developing a culture of debate, mutual respect, acceptance, cooperation)
- Assessment and evaluation (evaluation and analysis of processes and pupils' personal development, personalised assessment, analysis and use of assessment results, objective and clear)
- Sustainability (understands the difference between sustainable and unsustainable development, utilises opportunities for education on sustainability in various situations, takes action)

- Communication, conflict management (cooperation, problem-solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, able to persuade and be persuaded)
- Commitment and professional accountability for professional development (self-reflection, cooperation with others, professional collaboration, future plans)

Course material

Introduction

Teachers' self-development, self-regulation and professional advancement are processes that take place at the intersection of individual and collective learning. Here, the teacher also takes on the role of a learner; they do not merely impart knowledge, but also consciously develop their own professional knowledge, methodological culture and reflective practice. One of the keys to such development is **self-regulated learning**. This concept refers to a dynamic, multidimensional learning process in which the learner – in this case the teacher – is able to formulate their own learning goals, monitor, regulate and evaluate learning processes, and modify them based on feedback, all whilst adapting to environmental conditions, forms of social learning and their own professional identity (Pintrich, 2000; Zimmerman & Schunk, 2011).

The application of self-regulated learning in collaborative learning environments is particularly important: when teachers reflect in collaboration with one another and within professional communities, share their experiences, provide mutual feedback and jointly shape their learning processes.

Empirical studies indicate that learners – in this case, professionals – who possess well-developed self-regulated learning skills achieve better results, demonstrate higher self-efficacy, learn in a more goal-oriented manner, and employ a variety of learning and metacognitive strategies that enhance the effectiveness of learning.

Thus, teachers' self-regulated learning simultaneously serves professional development, methodological renewal and the development of institutional culture, which is a fundamental prerequisite for teachers not only to react to changes but also to act proactively as agents of change. It should be noted, however, that not everyone is capable of self-directed and self-regulated learning to the same extent. A lack of self-confidence, self-control, commitment or interest can hinder, or even prevent, the realisation of self-regulated learning.

In our curriculum, we set out recommendations across eight dimensions – which define the work of teachers – for those who wish to use self-regulated learning more consciously and effectively than before, in order to improve their daily work.

To ensure effective implementation, we recommend that you focus on the areas that cause you the most difficulty and present the greatest challenge, then select from the ideas, methods and tools provided, and work through them following the steps of self-regulated learning, gradually incorporating what you have learnt into your daily routine.

Remember, through self-regulated learning, you can experience the tremendous freedom it offers, whilst setting an example for your students and colleagues!

We wish you a pleasant journey through the dimensions and happy learning!

DIMENSION I: Professional development, conscious career building, lifelong learning

1. Keeping a reflective learning journal

Objective: to develop self-reflection and self-monitoring

Description: Each week, the teacher writes a short diary entry about the professional goal they have set (e.g. 'improving differentiation in my lessons'), what they did to achieve it, what difficulties they encountered, and what results they achieved.

Why is it effective?

According to Éva Molnár (2022), regular reflective journaling develops metacognitive awareness, self-assessment and control over the learning process.

Skills developed: self-reflection, self-assessment, conscious goal-setting.

2. Joint lesson review and feedback session

Aim: to develop collaborative (co-regulated) learning and a culture of feedback

Description: Two or three teachers observe each other's lessons according to pre-agreed criteria (e.g. student engagement, the teacher's questioning techniques).

They then reflect together: What worked well? Where could improvements be made? What strategies should be tried next time?

Why is it effective?

According to Gabriella Szilágyi (2021), this type of collaborative reflection strengthens 'the social dimension of teacher self-regulation', boosting professional confidence and learning flexibility.

Developing skills: giving/receiving feedback, collaboration, reflective thinking.

3. Learning contract, setting milestones

Objective: conscious planning of the learning process, taking into account the institution's objectives

Description: The teacher draws up a 'learning contract' with themselves or their mentor, which includes: the development goal, the milestones to be achieved (with dates), and the learning strategies to be applied. They break down specific professional goals (e.g. methodological development, completing a new training course, participating in a competition) into sub-goals. They remain open to opportunities – further training, professional competitions, publications, study visits – and regularly assess which best fit their current direction of development.

Why is this effective?

According to research by Éva Molnár and Attila Pásztor (2020), explicitly formulating and scheduling learning goals enhances self-regulation awareness and intrinsic motivation.

Developing skills: planning, goal-setting, time management, self-motivation.

4. Collaborative experimentation with self-regulated learning techniques

Aim: to discover and adapt new learning strategies

Description: Groups of 3–4 students within the class try out various self-regulated learning techniques (e.g. mind maps, self-assessment checklists, reflective evaluation sheets).

They then discuss which methods worked and why.

Why is it effective?

Active experiential learning and the joint evaluation of methods promote learning awareness and enable the strategies to be transferred to students' own learning.

Developing skills: self-assessment, problem-solving, learning flexibility.

5. Self-assessment questionnaire and action plan

Aim: to monitor the development process

Description: Using a short self-assessment questionnaire (e.g. Éva Molnár – ‘Learning Self-Regulation Questionnaire’, 2018), the teacher assesses their current level of self-regulation and then draws up an action plan based on this: What will I develop over the next month? What resources and partners will I involve? How will I measure the results?

Why is it effective?

It supports self-monitoring and the planning of self-directed learning.

Skills developed: self-assessment, reflective self-development, goal adjustment.

6. Reflective discussion with students

Aim: to develop pupils' self-regulated learning skills

Description: The teacher regularly sets aside time to discuss with their pupils how they have learnt a particular topic, which strategies have worked, and what could be done differently in the next learning process.

Why is it effective?

The teacher acts as a model for self-regulation: the student sees that learning is a process that can be consciously planned, monitored and evaluated.

Developing skills (students): metacognitive awareness, self-reflection, motivational control.

7. Conscious engagement with professional communities and authorities

Objective: to broaden professional horizons and develop reflective role modelling

Description: The teacher consciously keeps up to date with the most influential academic and professional communities in their field (e.g. research groups, journals, conferences, online professional forums), as well as leading experts. They read or listen to their writings and podcasts, and take notes on ideas that inspire them or can be applied in their own work.

Why is it effective?

Conscious professional development fosters metacognitive awareness – the teacher not only learns but also makes reflective choices about the direction of their learning. Furthermore, following inspiring role models strengthens professional identity and the authentic modelling of learner motivation (Szilágyi, 2020; Molnár, 2022).

Developing skills: professional self-development, critical thinking, reflective learning, authenticity.

DIMENSION II: Creative professional development, knowledge management, pedagogical innovation

1. Systematic collection of inspirations and ideas

Objective: to preserve ideas and inspirations and support their later use

Description: The teacher creates digital and physical repositories (e.g. note files, folders, Pinterest boards, notebooks) where they regularly store inspiring ideas that come to mind spontaneously. Sources of inspiration may include colleagues, former and current students, or even things completely unrelated to their subject area (e.g. books, films, catalogues). They add a brief note to each item, indicating the potential use or context of the idea.

Why is it effective?

Systematic knowledge retention increases the accessibility of creative ideas, reduces the risk of forgetting, and supports the long-term effectiveness of self-regulated learning (Molnár, 2022).

Skills developed: knowledge management, creativity, organisational skills, metacognition.

2. Developing a professional 'brand'

Objective: to demonstrate originality and authenticity in pedagogical practice

Description: The teacher consciously develops a unique teaching style ('brand') that sets them apart from others: this could be a specific teaching method, recurring themes, a unique assessment system or a distinctive lesson structure. The emphasis is on sincerity and authenticity, ensuring that supporting learning always remains the central focus.

Why is it effective?

A unique pedagogical identity strengthens the teacher's credibility, increases student motivation, and supports the teacher's self-regulated learning through the continuous refinement of their own style.

Skills developed: creative pedagogical planning, authenticity, self-reflection, pedagogical innovation.

3. The functioning of human memory and attention

Objective: to develop strategies that support learning by understanding how the human brain works

Description: The teacher studies how the brain works, the nature of attention and memory, and the specific characteristics of pupils struggling with dyslexia or dysgraphia. They share the best research and experiences with members of their professional community, and together they reflect on the pedagogical applicability of what they have learnt.

Why is it effective?

A conscious understanding of cognitive functioning enables the optimisation of learning processes, supports the development of self-regulated learning and differentiated teaching, and facilitates knowledge sharing within professional communities.

Skills developed: cognitive awareness, differentiation, reflective pedagogical planning, collaborative learning.

DIMENSION III: Task and time management, effective self-control and motivation

1. Task management and prioritisation

Objective: to develop effective time and task management

Description: The teacher is able to manage their daily tasks effectively (distinguishing between immediate or postponable, important or urgent, and tasks to be done personally or delegated) – you can read more about this in Chapter 3 of our curriculum.

Why is this effective?

Task prioritisation reduces overload, improves concentration, and enables focused, mindful professional practice, which is one of the foundations of a teacher's self-regulation skills (Molnár, 2022).

Skills developed: time management, decision-making, prioritisation, stress reduction.

2. Setting boundaries and delegating

Objective: conscious management of personal and professional resources

Description: The teacher learns to say no, to tailor tasks to their own remit, or to share certain duties with colleagues. The aim is to reduce overload.

Why is it effective?

Effective delegation and setting boundaries improves the teacher's self-efficacy, reduces the risk of burnout, and supports a collaborative learning and working culture.

Skills developed: setting boundaries, delegation, communication, self-efficacy.

3. Making monotonous tasks more engaging

Objective: to support motivation and task completion through an experience-centred approach

Description: The teacher can make monotonous (e.g. administrative) tasks 'entertaining', for example by combining them with listening to music, gamified processes or small challenges.

Why is it effective?

Making the task enjoyable increases attention and perseverance, and reduces stress caused by a loss of motivation, whilst the teacher's self-regulation skills also develop.

Skills developed: motivational control, creative task management, sustaining attention, experiential learning.

DIMENSION IV: Differentiated development, collaboration and research-based pedagogical practice

1. Differentiated practice and competition

Objective: to identify differences between pupils and support skills development through assessments and questionnaires



Description: The teacher applies tutoring and competitive methods during practice, taking into account the individual needs of pupils. In the case of pupils with special needs, strengths and areas for development can be identified using questionnaires or diagnostic tools.

Why is it effective?

Differentiated practice boosts pupils' self-confidence and motivation, supports the targeted development of skills, and enables the teacher to consciously apply the principles of self-regulated learning within the class.

Skills developed: differentiation, diagnostic skills, targeted development, student motivation.

2. Maintaining contact and sharing knowledge with specialist services, parents and colleagues

Objective: to establish professional cooperation and a support network

Description: The teacher consciously builds and maintains relationships with staff from specialist services and professional service providers linked to education, with parents, and with other colleagues in order to carry out individual or group development tasks effectively. Maintaining contact provides an opportunity for the exchange of experiences and joint problem-solving.

Why is it effective?

The support network reduces the teacher's workload, boosts professional confidence and enhances the effectiveness of collaborative learning, which strengthens the social dimension of self-regulated learning.

Skills developed: cooperation, communication, collaboration, professional networking.

3. Expanding research-based knowledge

Objective: pedagogical decisions must be based on the most up-to-date knowledge

Description: Teachers acquire up-to-date knowledge from psychological and pedagogical research and apply the available knowledge in teaching and development processes in accordance with their competence, with a particular focus on pupils requiring special attention.

Why is it effective?

Research-based practice boosts teachers' professional confidence, supports self-regulated learning, and ensures that student development takes place using effective, evidence-based methods.

Skills developed: research-based pedagogy, reflective thinking, professional decision-making, competence development.

DIMENSION V: Developing conflict management

1. The use of assertive communication

Objective: to develop conscious, self-assertive yet cooperative communication

Description: The teacher systematically studies the principles of assertive communication (e.g. 'I' messages, setting boundaries, active listening). Subsequently, they consciously practise these techniques in their daily work – in meetings, parent-teacher meetings, and in dialogue with pupils.

Why is it effective?

Assertive communication is one of the keys to self-regulation: it aids emotional control, the conscious management of situations, and relationships based on mutual respect (Szilágyi, 2021).

Skills developed: self-assertion, empathy, emotional self-control, effective communication.

2. Conscious analysis and management of conflict situations

Objective: to develop conflict management awareness and recognition of one's sphere of influence

Description: The teacher categorises conflicts within their various relationships (colleagues, managers, students, parents, etc.). They analyse these in terms of influenceability.

Why is it effective?

The analysis helps to distinguish between factors that can be influenced and those that cannot, allowing you to focus your energy on situations that can actually be changed.

Skills developed: problem-solving, realistic self-assessment, stress management, decision-making.

3. Understanding and applying the practice of reparation

Objective: to strengthen accountability and trust in relationships

Description: In the event of conflicts, teachers can use reparation instead of punishment; to do so, they must be familiar with the rules and possibilities of this method, and even if they themselves make a mistake (e.g. overreact to a situation, speak unfairly to a pupil), they should consciously apply the practice of reparation: acknowledges the mistake, discusses it with the person concerned, and seeks a constructive solution.

Why is it effective?

Redress is not a sign of weakness, but rather a mark of a reflective, responsible professional.

Restoring trust enhances the teacher's credibility and emotional security in the long term.

Developing skills: self-reflection, accountability, emotional integrity, credibility.

DIMENSION VI: Emotional self-development

1. Mapping and developing emotional intelligence

Objective: to increase self-awareness and social-emotional competence

Description: The teacher assesses their own level of emotional intelligence (e.g. self-awareness, self-control, empathy, social skills) and then develops those areas where there is a deficit.

Why is it effective?

Developing emotional intelligence directly supports self-regulation and stress management, and improves teacher-pupil and teacher-colleague relationships (Molnár, 2018; Goleman, 2006).

Skills developed: self-reflection, empathy, emotional awareness, stress management.

2. Sharing experiences through stories

Aim: to develop reflective learning and the sharing of experiences

Description: The teacher collects short, instructive stories – whether from their own life or from examples given by ‘wise people’ or experts – about typical educational, communication or conflict

situations. In difficult situations, these can be shared, making it easier to understand and manage a difficult situation.

Why is it effective?

The narrative approach promotes reflective thinking and helps learners to learn from the experiences of others (Szilágyi, 2019).

Skills developed: self-reflection, communicative flexibility, empathetic understanding, collaborative learning.

3. Practising attentive listening and supportive feedback

Objective: to develop trust and professional support among colleagues

Description: When a colleague talks about a difficulty, the teacher listens with empathy and attentive understanding. They only offer advice if the other person requests it.

Why is it effective?

Active, supportive listening is the foundation of a collaborative learning culture. Reciprocal feedback fosters cooperation and psychological safety within the teaching staff.

Skills developed: empathy, active listening, communication awareness, cooperation.

DIMENSION VII: Physical and mental balance, sustainable well-being

1. Learning and practising relaxation and regeneration techniques

Objective: to develop physical and mental regeneration and stress management

Description: The teacher tries out various relaxation methods (e.g. conscious breathing, progressive muscle relaxation, mindfulness, visualisation exercises) and observes which technique best suits their own lifestyle. The aim is not to find the perfect method, but to incorporate regular, enjoyable regeneration into daily life.

Why is it effective?

Relaxation techniques help balance the autonomic nervous system, reduce the hormonal effects of stress, and promote emotional stability in teachers. According to Éva Molnár (2022), an important prerequisite for teachers' self-regulation is 'psychophysiological awareness' – that is, understanding and maintaining the connection between body and mind.

Developing skills: stress management, body awareness, emotional self-control, self-reflection.

2. Raising awareness of the functioning of the human body and lifestyle factors

Objective: to maintain a health-conscious lifestyle and cognitive performance

Description: The teacher consciously explores how fundamental lifestyle factors – diet, physical activity, sleep, social relationships – affect learning, thinking and concentration. They observe their own bodily functions, for example through personal journaling: recording daily energy levels or sleep quality.

Why is it effective?

Understanding the link between biological and psychological factors supports one of the most important elements of self-regulation: conscious energy management. Physical well-being is a prerequisite for the sustainability of self-directed learning (Szilágyi, 2021).

Skills developed: self-awareness, health awareness, concentration, responsible decision-making.

3. Fostering community relationships and organising joint programmes

Objective: to strengthen the professional community and emotional well-being

Description: The teacher organises joint activities outside school (e.g. coffee breaks, group sports, music sessions or creative afternoons) with their colleagues. These activities can transform formal working relationships into informal, supportive ones.

Why is it effective?



Positive social relationships reduce the risk of burnout and increase teachers' resilience. Shared experiences strengthen emotional bonds and trust, which form the basis of a collaborative learning culture.

Skills developed: cooperation, social sensitivity, community awareness, resilience, well-being.

DIMENSION VIII: Developing pedagogical role modelling, ethical behaviour and accountability

1. Exemplary behaviour and ethical conduct

Objective: to demonstrate pedagogical credibility and role models

Description: The teacher consciously monitors their own public behaviour, both online and offline, ensuring compliance with ethical and legal frameworks. If they are unable to operate in accordance with these in their current role, they should consider a career change.

Why is this effective?

Teachers serve as role models for the next generation. Through their conscious ethical behaviour, they not only have a positive influence on their students' attitudes but also strengthen their own self-regulation skills.

Skills developed: ethical decision-making, sense of responsibility, self-control, setting an example.

2. Developing responsibility and self-reflection

Objective: to strengthen professional accuracy, consistency and reflective self-development

Description: The teacher consciously develops their sense of responsibility, accuracy and consistency. They practise recognising and correcting mistakes: they identify the nature of the mistake, the direction and extent of the correction, set a deadline, and, if necessary, seek help from a partner or mentor. This practice also serves as a model for the pupils.

Why is it effective?



Continuous self-reflection and the conscious management of mistakes enhance the teacher's self-regulatory ability, develop professional integrity and credibility, and foster the development of student accountability.

Skills developed: self-reflection, accountability, accuracy, consistency, mentoring.

Supporting materials

Nóra Katona: *Motivation and Self-Regulated Learning* (Teacher Training, 2009).

Péter Tóth: *Learning Management and Self-Regulated Learning* (Óbuda University e-Bulletin, 2011)

15-minute audiobook versions of self-improvement books:

<https://www.youtube.com/@PECZEHENRIETTACOACH/videos>

Assessment tasks

Choose one of the ideas or methods listed below and think about how you would master it through self-regulated learning!

Answer the following questions!

- What goal would you set for yourself?
- How would you go about mastering the method?
- Who would you collaborate with during the process?
- What would you consider to be a wrong direction or a failure, and how would you avoid this?
- When would you consider the learning process a success?

Sources

Éva Molnár: *Self-regulated learning* (Iskolakultúra, 2002).

Gabriella Szilágyi: *Characteristics and Possibilities of Self-Directed Learning in Adulthood* (Selected Studies, 2017).



Róza Szántóné Balogh: Measuring self-regulated learning ability through motivation profile analysis (Boundless Linguistics: A Collection of Studies, 2019).

7. Self-regulated learning in the classroom: practices and methods

Compiled by:

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Introduction

As teachers, one of our greatest impacts lies in how we create a safe, supportive and inspiring learning environment for our pupils. Below, we have compiled a selection of ‘classroom’ methods and tools linked to formal learning, which can be used to inspire pupils and introduce them to the world of self-regulated learning.

The dozen or so methods listed here may be familiar to practising teachers, but we are now looking at them from the perspective of self-regulated learning, and hopefully the list also contains some new ideas and possibilities.

These are primarily offline activities; digital and online methods have been covered in a separate module.

Objectives

Learners are expected to develop the following abilities and skills:

- Metacognitive skills, the conscious management of learning (e.g. learning methods, planning, self-assessment). These skills help the student to become an independent learner, rather than being entirely dependent on the teacher.
- Cognitive skills, i.e. the use of learning strategies (note-taking, summarising, problem-solving). These enable the student to become an active processor rather than a passive recipient.
- Motivational and emotional self-regulation (perseverance, self-motivation, self-confidence,



emotional control)

- Social and collaborative skills (collaborative learning, giving and receiving feedback, shared goals, taking responsibility)
- Laying the foundations for lifelong learning (setting learning objectives)

Time allocated to the teaching unit:

2 teaching hours

Learning outcomes

- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, extracurricular activities)
- Supporting learning (emotional and physical state, calm environment, encouraging independent learning, accepting mistakes)
- Personality development, individualised approach (special educational needs, learning difficulties..., comprehensive personality development, conscious application of pedagogical and psychological methods)
- Development of groups and communities (openness, creating opportunities, developing a culture of debate, mutual respect, acceptance, cooperation)
- Assessment and evaluation (evaluation and analysis of processes and pupils' personal development, personalised assessment, analysing and utilising assessment results, objective and clear)
- Communication, conflict management (cooperation, problem-solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, able to persuade and be persuaded)

Study materials

INTRODUCTION

Learning is a difficult and arduous task; it requires diligence, perseverance, the ability to tolerate monotony and willpower. Moreover, students who wish to learn often face limitations imposed by their abilities and their family or cultural background. Such and similar ideas are associated with learning, whilst researchers and educators are striving to change these stereotypes. In creating our curriculum, we have set ourselves such an ambitious goal.

In the wake of the acceleration of digitalisation, the online teaching experiences brought about by the pandemic, and the findings of generational research, alongside gamification and experience-based learning, the trend towards self-regulated learning has also gained momentum. The emphasis is on self-regulated learning, not merely independent learning. Whilst independent learning refers to the acquisition of tasks set by the teacher outside of lesson time, the concept of self-regulated learning is far more complex. We have attempted to illustrate this in the previous teaching units.

In this lesson, we step into the classroom. We will examine how both traditional, familiar methods and newer, modern approaches can be used to foster the desire for and practice of self-regulated learning in our students.

Think of the 12 practices listed here as a colourful bouquet: you may be familiar with and fond of some of the elements, but there may also be others that you have never examined more closely or from a different perspective. With this module, we aim to inspire you to view your everyday teaching practice from a new perspective and to enrich it with further methodological elements.

Self-regulated learning can be developed. Research shows that young children are capable of self-regulated learning from as early as nursery age, but as they get older and spend more time within the formal education system, this ability does not develop to the extent expected; rather, this type of development slows down (Szántóné 2019).

Teachers can consciously monitor and support their pupils' development in this area using specific tools and practical solutions.

Researcher Éva Molnár has identified in detail the factors that determine the effective application of self-regulated learning. These include, amongst others, learning style, learning ability, time and energy efficiency, perseverance, use of memory, attention allocation, interest, self-efficacy, and motivation to learn.

Below, we highlight a few of the tools and methods that can be used in classroom work to develop specific factors of self-regulated learning.

The elements of the idea bank include a brief description of each method, the possibilities for its implementation, potential pitfalls, and its role in self-regulated learning.

1. The role of the learning environment in self-regulation

A) A brief description of classroom work

The classroom layout, subject- or class-related materials and mementos, and the display of work related to the current curriculum have an impact on most students. The noticeboard, the environment and the furnishings should not only be tidy but also inspiring.

B) Ideas for getting started and putting it into practice

First, let's tidy up the shelves and the noticeboard, and repair and clean any necessary items that remain in plain sight. Then let's think about who uses the classroom and how, and what kind of inspiration we can provide for them through the visual environment. Choose from motivational quotes, pictures, drawings, diagrams, portraits of role models, scientists and artists, and ideas relating to science, self-awareness, learning methods or career choices – selecting those that suit the age group and interests of our students.

Creating and updating these resources each academic year is generally a time-consuming and costly process, but with creativity, these difficulties can often be overcome.

C) How does it support self-regulated learning?

Even the gathering of ideas, the preparation of plans, and continuous updating can be a joint project with the pupils or a task assigned to them, but in self-directed learning, the learner sets the goal themselves and determines the direction of their learning – the environment in which they spend 25–40 hours a week can provide inspiration, ideas and support for this (Szilágyi, p. 2).

D) When it is counterproductive

The sight of ‘age-old’ yellowed posters and dusty, broken equipment has a decidedly negative effect (especially when the class spends the whole day there).

2. Creating a shared digital workspace – with recommendations

A) Brief description of classroom work

We will set up a workspace for our groups where the lesson content, the necessary theoretical material, the content intended for practice, and supplementary material for those interested can all be displayed. In this way, not only those who are absent or falling behind receive help, but interested, intrinsically motivated students can also receive recommendations for books and articles.

B) Ideas for getting started and implementation

Colleagues who were active teachers during the COVID-19 pandemic already have experience; it is worth drawing on this, asking how others do things and what they consider most useful. When starting out, it is worth considering not only the characteristics of the students’ age group, but also institutional practices, opportunities and the specifics of the subject.

C) How does it support self-regulated learning?

As well as uploaded materials providing students with ideas for setting goals, this can also serve as a space for mentoring. Let us not forget that in self-regulated learning, it is the student

themselves who decides with whom and how they communicate during the process, and from whom they seek support. Such a platform can provide the space and opportunity for them to seek help outside school, according to their own schedule.

D) When it is counterproductive

Platforms that have been set up but remain inactive, technical obstacles, unfulfilled promises (materials promised but not uploaded), late replies, or even content that is too difficult, too easy, or excessive, or ‘noisy’, impractical platforms can undermine a student’s motivation and dampen their enthusiasm.

3. A motivating start to the lesson – storytelling

A) A brief description of classroom work

Let’s weave the learning material into a story! Ideally, it should be an exciting, human story that takes the age group’s interests into account, but it could also be a story taken from our own lives or from the life of a scientist or role model. If our story weaves its way through every lesson in the group, and our pupils can identify with the characters’ lives, whilst the link to the curriculum isn’t forced, we can achieve a tremendous impact!

B) Ideas for getting started and putting it into practice

Every chapter or every lesson could begin with a story or a tale, the creation of which is no small task. In many cases, textbooks also embed the curriculum within stories, and of course, artificial intelligence or Book Creator can also help. Stories accumulate, are refined and take shape in our minds over the years, but it doesn’t hurt to write them down as well.

C) How does it support self-regulated learning?

Maintaining attention in the classroom is a clear benefit of the work and time we invest in storytelling. But the positive attitude towards the learning process fostered by engaging with these stories is an essential element of self-directed learning. If the stories also contain examples and lessons relating to self-discipline, responsibility, self-control, self-confidence, social relationships and commitment, then we are fostering development in multiple ways.

D) When it is counterproductive

If we present stories that are forced, overly formulaic, boring, or unsuitable for their age group, or if we reinforce bad habits and stereotypes.

4. Learning through questions

A) A brief description of classroom work

Encourage them to compile a set of questions on the given topic; they can ask each other questions during group work or in pairs, but we can also compile a set of questions for a 'real' exam from their questions.

B) Ideas for getting started and putting it into practice

We can set the task of writing questions as homework or as classwork; it is important that we "get started" with their questions, so that they feel that formulating good questions is linked to a deeper understanding of the subject matter.

C) How does this support self-regulated learning?

The text and the curriculum are processed through the formulation of questions, and thus from perspectives that differ from the usual ones. The processing becomes active, insightful and critical.



The student can view the content through their own personal filter and select from the information; therefore, this type of processing is an important supporter of self-directed learning.

D) When it is counterproductive

Irrelevant, overly easy or overly difficult questions come to the fore, and students use the situation to tease one another.

5. Providing choices

A) A brief description of classroom work

It is beneficial if our students can regularly choose from several tasks; this allows them to feel that they are active participants in the learning process, thereby increasing their motivation.

B) Ideas for getting started and putting this into practice

The date and content of the next assignment, the compulsory reading, the material to be learnt by heart, and whether the practice exercises are to be done online or offline – there are countless opportunities to involve them in the decision-making process.

C) How does this support self-regulated learning?

If we put them in a position to make decisions on matters that actually affect them, they become accustomed to this, and their self-awareness and self-reflection also develop, which in turn has an impact on the effective implementation of their self-regulated learning.

D) When it is counterproductive

If we communicate poorly, we can create ambiguous, uncertain situations. The teacher may also appear weak, uncertain or indecisive if they do not carefully define the parameters of decision-making situations.

6. Setting small-group tasks

A) A brief description of classroom work

We can give inspiring tasks to groups of 2–4 pupils and encourage them to work together on projects outside school.

B) Ideas for getting started and implementation

In group work, pair up children who share similar interests and levels of motivation; create an opportunity for a brief motivational discussion with them, either during or after class, and set or find a joint task that suits them together with them. The topic, division of labour, time management and definition of success can all be decided by the students; the assigned task can range from creating an illustration related to the curriculum to producing a podcast or organising a field trip.

C) How does it support self-regulated learning?

Instead of competition and rewards, students motivated by effort and task-orientation make more progress in self-directed learning. This task gives them a sense of achievement as a result of their collaborative work and effort.

D) When it is counterproductive

Initial enthusiasm wanes, they are unable to manage the division of labour within the group, they miss deadlines, and the teacher does not monitor or assess the completion of the task.

7. Be a source of knowledge!

A) A brief description of classroom work

Encourage your pupils to seek out those to whom they can explain the subject matter, to spark the



interest of grandparents, parents and siblings in the topic covered in class, or to explain a difficult section to a classmate who finds it harder to understand.

B) Ideas for getting started and putting this into practice

We can provide guidance on explaining the subject matter; for example, we can teach them how to create a mind map, or we can ask for feedback from our pupils' occasional learners (e.g. parents can write in the notebook that they have understood their child's explanation).

C) How does it support self-regulated learning?

Understanding something so deeply that you can explain it to others is a wonderful feeling! Those who set themselves learning goals rather than performance goals take a big step towards developing their self-regulated learning strategies.

D) When it is counterproductive

If the learner explains something without actually understanding the underlying reasoning in depth, and their occasional student or listener fails to provide feedback on this.

8. Discussions about learning

A) A brief description of classroom work

Let's talk to them about why learning and knowledge are important, what learning goals they can set, and what learning techniques they use!

B) Ideas for getting started and putting things into practice

Let's create opportunities during lessons, whether at the start of a chapter or at the end of a lesson; an inspiring idea for learning can be useful at any time, especially if it relates to the problems they are currently facing (e.g. mind maps for summarising, the traffic light method for self-assessment, end-of-lesson exit cards for feedback to the teacher) it can be particularly effective, but make sure it is recorded in the notebook, on the phone or on the shared learning platform.

C) How does it support self-regulated learning?

An important component of self-regulated learning is that the student engages in self-reflection, including regarding their learning, and the reception and processing of information. We must draw their attention to this. In the process of self-regulated learning, they must also plan how, in what way, and over what period of time they will master the content. They can answer these questions only if they have gained an understanding of the fundamentals of learning methodology.

D) When it is counterproductive

New knowledge ‘hangs in the air’; they have no opportunity to try it out immediately and forget it. We frame conversations about learning as a reprimand. We speak angrily to the student about this when they have not studied.

9. Self-awareness discussions

A) A brief description of classroom work

Time management, external and internal motivation, perfectionism, family traditions, daily routines – there is an endless array of topics to help set the children on the path to self-awareness.

B) Ideas for getting started and putting it into practice

As a form tutor, we can explore a topic in greater depth through tests, websites and book recommendations, but as subject teachers we can also devote a few minutes to a particular topic. It is important to link the topic in some way to our pupils’ interests and the curriculum.

C) How does it support self-regulated learning?

It is an important task for us to set children on the path to self-awareness, particularly those who struggle with self-control, self-confidence and commitment, as they are undoubtedly less suited to self-directed learning.

D) When it is counterproductive

When dealing with sensitive areas, we may put our pupils in a difficult position; in such cases, it is advisable to seek professional help. By conveying information in an unprofessional manner, we set our pupils back on their journey towards self-awareness.

10. Focusing on students' goals, vision for the future and career plans

A) A brief description of classroom work

We need to make 'dry' and factual teaching material more personal so that as many of our students as possible feel it is relevant to them. It is important that every child knows that what they are learning now will be useful to them later on. This is not always true, of course, and may not apply to every child, but through personalised comments, stories and questions during lessons, we can improve the ratio of those who are interested to those who are not.

B) Ideas for getting started and putting things into practice

It is helpful to know some basic information about our students: their family and home circumstances, their hobbies, their friendships, and their future plans. We can ask them about these (taking care with sensitive data, of course), or reflect on them in relation to the curriculum. It is helpful to prepare a few inspiring questions linked to the current curriculum, and if possible, to formulate the answer to the question "Why are we learning this now?" in advance.

C) How does it support self-regulated learning?

Thinking through, formulating and articulating realistic goals helps students take the first steps towards self-regulated learning. The feedback received can then show how to correct or adjust course if we are not moving towards the set goal.

D) When it is counterproductive

If the group or the teacher misuses confidential information shared by a child, this can lead to negative consequences. Labelling or verbal bullying can also result from these personal questions or thoughts shared aloud; therefore, we should provide feedback with a careful, positive and constructive attitude.

11. Extracurricular activities – connecting to LIFE with a capital L

A) Brief description of classroom work

Visits to libraries and museums, the theatre, the cinema, school trips, city walks, and the 100th anniversary lesson all provide opportunities to introduce topics and ideas regarding how our curriculum relates to life, everyday experiences, and other subjects.

B) Ideas for getting started and putting things into practice

Discussions with pupils provide the ideas on where to start. For inspiration outside the classroom, the library, museum and theatre are excellent places, provided we prepare the children properly to engage with culture (exciting discussions can be initiated before, during and after the visit, and questions raised to which they can find the answers on the spot).

C) How does it support self-regulated learning?

Interest is one of the key components of self-regulated learning, which in such situations is awakened even in those pupils who are less curious and less motivated in a classroom setting. Furthermore, the emotional engagement that aids learning is amplified in these situations.

D) When it is counterproductive

Once they leave the classroom, children feel liberated and their behaviour can go in the wrong direction. They may regard any situation where the lesson is not proceeding in the usual way as

‘skiving off’.

12. Games

A) A brief description of classroom work

Play is the children’s natural environment. We can choose from role-play, board games, skill-based games and online games to support classroom work.

B) Ideas for getting started and implementation

An online strategy game can bring financial, geographical or historical knowledge to life. We can also bring a real board game into an after-school club. However, a thinking-skills game combined with physical activity, or a game that develops concentration, memory and attention, or even the implementation of a gamified learning and teaching process, is also suitable for adding variety to lessons and increasing the effectiveness of learning.

C) How does it support self-regulated learning?

Flexibility and creativity are developed, and with them, self-regulated learning. We can also support the phases of self-reflection and self-assessment through play-based learning (e.g. the traffic light method, the use of exit cards at the end of the lesson).

D) When it is counterproductive

Winning the game is reward enough in itself; external motivation often stifles internal motivation – this is supported by numerous studies. For this very reason, the inclusion of games can be regarded as a reward in itself. Undisciplined behaviour does occur, but the rules of the game must be enforced, otherwise the game loses its meaning.



To conclude, here are a few thoughts on the attitude teachers should adopt towards their pupils if we wish to set them on the path to self-regulated, self-directed learning:

- Set an example!
- Talk to them, get to know their motivations!
- Praise and reward them effectively and appropriately!
- Ask good questions!
- Have good stories and parables!
- Have targeted tests!
- Reflect on it, and teach them self-reflection!

Supporting materials

Éva Molnár: Self-regulated learning (Iskolakultúra, 2002).

Nóra Katona: Motivation and Self-Regulated Learning (Teacher Training, 2009).

Péter Tóth: Learning Management and Self-Regulated Learning (Óbuda University e-Bulletin, 2011).

Gabriella Szilágyi: Characteristics and Opportunities of Self-Directed Learning in Adulthood (Selected Studies, 2017).

Assessment tasks

Explain the difference between self-regulated and independent learning!

Can self-regulated learning be developed in a classroom setting?

Which of the options listed above do you already use, or would you like to try in future?

Sources

Róza Szántóné Balogh: Measuring self-regulated learning ability through a motivation profile assessment (Határtalan nyelvészet anthology, 2019).

8. Supporting self-regulated learning, digital support, differentiation. Digital magic and flexible teaching – how to support self-regulated learning in a modern way

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Introduction

This module covers digital methods that support self-regulated learning, primarily e-learning resources and platforms, as well as the wide-ranging applications of robots and the topic of artificial intelligence. One of the main aims of digital support linked to self-regulated learning is to use visually supported content to make knowledge as relevant as possible to learners' future lives or current professional practice. The greatest challenge in choosing digital methods is not the technology itself, but finding the right balance between learning style, the learners' age and the pedagogical objectives of the teacher or the teaching process. After all, technology cannot be an end in itself; it can only be a tool for the learning process. Knowledge, moreover, is not merely imparted, but is created through creative activity. Creative pedagogy is built on the active participation of learners, where learning is not the reception of a ready-made curriculum, but is based on solving emerging and deliberately focused problems, creating creative projects and experimentation. The aim is for pupils to generate new knowledge based on their own interpretations and the experiences they have gained during the teaching process.

Objectives

The aim of digital support is to make the learning process more flexible, accessible and interactive. These tools enable students to learn the curriculum in a personalised way, at their own pace and



according to their needs. It specifically supports independent learning and critical thinking. Its aim is for students to gather information from various sources, so that they can compare and analyse them.

Time allocated to the lesson:

3 teaching hours

Learning outcomes

- Professional tasks, specialist knowledge
- Supporting learning (emotional and physical well-being, a calm environment, encouraging independent learning, accepting that mistakes can be made)
- Developing groups and communities (openness, creating opportunities, developing a culture of debate, mutual respect, acceptance, cooperation)

Study materials

1. Digital support services

Numerous studies have already examined the motivational, biological and cognitive effects of electronic learning environments, which differ from those of traditional ones. According to the enlightened principles of the recent past, the role of experience was considered extremely important in learning, so the teacher's task was merely to demonstrate and illustrate. Later, under the influence of progressive education, the pedagogy of action became dominant, which places greater emphasis on the learner's own initiative during the learning process.

Nowadays, in a learning environment saturated with electronic devices, learners often encounter only fragments of information, which they must integrate and incorporate into their existing knowledge independently. The teacher's role is to help the learner navigate this sea of fragmented information. Visualisation is particularly well-supported by the world of modern information and

communication technologies. Indeed, one of the hallmarks of the modern learning environment, or e-learning environment, is multimedia learning. Action and self-directed activity also play an important role in modern and electronic learning environments; it is no coincidence that educational games attract such great interest. The teacher is no longer the sole source of knowledge, but rather a kind of supporter and helper. The range of required competences is also changing; for example, it is essential that teachers are able to navigate the online space, and that they understand and teach pupils how to use digital tools for learning purposes. They should be familiar with and able to use at least one or two supporting platforms, applications or services.

The following examples – a list which is by no means exhaustive – clearly demonstrate that there are numerous useful services available on the internet which we consider suitable for use.

Task 1: Group the listed and briefly summarised programmes and services into three categories, which are provided at the end of the list:

- **Duolingo** – an online language learning app offering free courses in around eighty different language combinations.
- **GeoGebra Maths** – An excellent app for countless areas of mathematics, from function graphing to geometry.
- **Geogebra Chemistry** – Free resources, simulations, exercises, lessons and games related to chemistry.
- **GeoGebra Physics** – Free resources, simulations, exercises, lessons and games related to physics.
- **Google Forms** – You can create a survey or test. All you need is a Google account for the teacher. Students can access it without registering.
- **Jigsawplanet** – An online puzzle-making application. It is free, but registration is required.
- **Kahoot!** – A game-based learning environment where you can create quizzes, track pupils' progress and receive detailed feedback on their knowledge.



- **LearningApps** – A task-creation site available in multiple languages, with a focus on interactivity. It supports learning and teaching processes using small, interactive building blocks. You can create classes, and once logged in, you can track students' progress.
- **Mentimeter** – On this site, you can create quizzes and word clouds, request feedback, or introduce a topic.
- **Microsoft Forms** – With Microsoft Forms, you can create surveys, polls or tests, for example. You can set a deadline for the assignment. It is suitable for both formative and summative assessment.
- **PhotoMath** – Take a photo and see the solution; test your knowledge!
- **PowerPoint** – PowerPoint is also available as a web-based application in Office 365. It allows for collaborative online work and sharing. Teachers can easily monitor their students' progress on group work, and can also share their own materials here in the form of presentations.
- **Prezi** – You can create spectacular presentations on this site. The presentation software brings ideas to life through movement, zooming and spatial relationships.
- **Quizizz** – A free quiz-making app with a homework function, allowing students to work at their own pace and set their own schedule for completing tasks.
- **Quizlet** – An app that creates a complete learning pathway with closed-ended tasks in a playful format. It's great for dates, vocabulary learning and interpreting images.
- **Redmenta** – A Hungarian-developed, user-friendly testing system that allows us to assess our students' knowledge online, without the need for registration.
- **Seterra** – Blank maps and practice exercises for geography.
- **Socrative** – An online quiz creation tool where respondents receive real-time feedback on their results as they complete the quiz.
- **Wordart** – A user-friendly online tool that allows words to be arranged into various shapes, thereby highlighting the key elements of a topic.
- **Wordwall** – Can be used interactively on any web-based device, such as a computer, tablet or

phone. Students can play individually or under the teacher's guidance. The site is in Hungarian, and many interactive templates help us create tasks that are more interesting than ever.

- **Zanza.tv** – A Hungarian-language site offering high-quality video lessons for numerous subjects and a wide range of areas/topics (e.g. self-awareness, learning methodology), complete with online exercises.

- a) Assessments, tests
- b) Practice, revision
- c) Subject-specific recommendations
- d) Presentations

Solutions:

3. Assessments, tests: [Google Forms](#), [Microsoft Forms](#), [Redmenta](#), [Quizizz](#), [Quizlet](#), [Socrative](#)
4. Practice, revision: [Jigsawplanet](#), [Kahoot!](#), [LearningApps](#), [Mentimeter](#), [Wordart](#), [Wordwall](#),
5. Subject-specific recommendations: [Duolingo](#), [Geogebra](#) (maths, chemistry, physics), [Photomath](#), [Seterra](#), [Zanza.tv](#)
6. Presentation: [PowerPoint](#), [Prezi](#)

Task 2: Choose one of the programmes or services! After a brief preparation, give a simple presentation explaining how it works, its advantages and any disadvantages! Use what you learnt in Chapters 3 and 4!

2. Robotics in education

Most technological tools are programmable, but they only become truly valuable if we use them not merely to convey information, but to unleash creative energy in the target audience. Robotics is the best example of how it is not merely a modern teaching tool. Pupils can formulate their own questions during a genuine creative process, the intermediate or final result of which is invariably

their own creation. The result of independent experimental work, a ‘creation forged on a path paved with failures’. Robotics plays a key role in the digital education of the future. It never merely imparts technical knowledge, but also teaches complex problem-solving, teamwork and the ability to handle mistakes.

For the sake of simplicity, we distinguish between two main groups of robots suitable for educational use. The curriculum includes descriptions of some of the more important types within these groups.

Programmable, line-following and direction-sensing robots

Construction and building robots

The devices in Group A introduce pupils to the basics of programming, logical thinking and spatial awareness in a playful way. The robots use simple control methods (buttons, colours, cards) to teach direction recognition, an understanding of sequence and algorithmic thinking. They are particularly useful for pre-school and primary school children, but some can also be used for more advanced tasks with older pupils.

1. [Bee-Bot](#): A bee-shaped robot that can be programmed using buttons. It can store up to 40 commands, move forwards and backwards in 15 cm increments, and turn 90°. It helps children understand directions, spatial relationships and logical sequences. It can also be used for language, maths, map-based and storytelling tasks.

2. [mTiny \(Makeblock\)](#): A panda-shaped educational robot that teaches the basics of programming in a playful way. Children give instructions to the robot using coding cards and a controller. It develops spatial awareness, logical sequencing, directional recognition and fine motor skills. It is also excellent for transport, route planning and direction-finding tasks.

3. [Ozobot](#): A tiny line-following robot that interprets colour codes on paper or a screen. It aids the development of algorithmic thinking, sequencing, directional awareness and spatial awareness. It can be used with manual coding (drawing coloured lines) and digitally (Ozobot Blockly

programming).

4. [Sphero Indi](#): A small car-shaped robot that reads coloured cards; each colour represents a different command (e.g. turn, accelerate, stop). Pupils design their own routes and tracks, thereby developing spatial awareness, logical thinking and problem-solving skills. It is compatible with the Sphero Edu app, so it can also be expanded with block-based programming. Its simplicity makes it enjoyable even for nursery school children, but secondary school pupils can also use it for more complex course design and algorithmic tasks.

5. [Micro:bit](#): The micro:bit is a compact, programmable microcontroller featuring sensors and an LED matrix display. Pupils can programme it using a block-based interface (MakeCode), Scratch or Python, enabling them to create robots, vehicles, interactive devices and creative projects. Simple tasks include, for example: displaying the message ‘Hello!’ and an animation on the LED matrix at the press of a button, or a reaction time game triggered by the ‘GO’ signal appearing on the display. Educational benefits: develops algorithmic and programming thinking, encourages a creative and experimental approach, and enables the practice of sensor-based tasks and interactive projects.

The construction robots in Group B are educational tools that develop students’ creativity, logical thinking and problem-solving skills through design, construction and programming. Students not only use but also build the robot, thus becoming active participants in the learning process. These tools are particularly effective in STEM-based education (Science – Technology – Engineering – Mathematics), as they simultaneously engage the fields of science, technology and computing.

1. [LEGO Education SPIKE Prime](#): LEGO SPIKE Prime is a modern, modular robotics kit that combines building, sensors and programming. The central Hub unit can be connected to multiple motors, as well as distance, light and gyro sensors. Programming takes place in the LEGO Education SPIKE app, using Scratch-like blocks, and is also available in Python for advanced users. Educational benefits: it develops engineering and algorithmic thinking, and supports

teamwork and problem-solving. It develops fine motor skills, as during the building process, pupils fit various components together, test them and make adjustments. It develops not only programming skills but also manual dexterity, spatial reasoning and construction skills, and is suitable for project-based learning (e.g. vehicles, cranes, robotic arms, automated systems).

2. [ArTeC Robo](#): ArTeC Robo is a modular robotics educational kit based on the three pillars of construction, sensor use and programming. The building blocks (cubes, panels, axles, gears) fit together easily, allowing students to freely design and build functional robots – such as autonomous vehicles, cranes or robotic arms. The creative building blocks allow for the creation of original stories or even adaptations of literary works, as pupils can create their own characters, scenes and fantastical robots. Educational benefits: develops engineering and problem-solving thinking. Encourages creativity and an experimental approach, and develops fine motor skills during the building process. It provides an opportunity to adapt their own stories and literary works, and is well suited to project-based and cooperative learning.

3. [Edison Robot](#): The Edison Robot is a LEGO-compatible, easily programmable robot designed to develop students' programming, sensor and experimental skills. The robot is equipped with multiple sensors (line-following, light, sound and infrared sensors), two motors and LEDs, allowing students to experiment in a real-world environment. Examples of use: building and controlling vehicles: line-following cars, obstacle courses, robot competitions. Interactive tasks: robots that react to sound or light, sensor-controlled projects. Curriculum and STEM projects: experiments related to mathematics, physics, computer science and technology.

Task 1: How could you combine practising spatial awareness and direction recognition with a transport-related task?

Track design and the use of line-following or colour-coded robots (Bee-Bot, Ozobot), where pupils must guide the robot and follow the correct sequence.



Task 2: Which robots can be used without assembly, i.e. can be programmed and played with straight away?

Bee-Bot – a ready-made bee that can be programmed using buttons; no assembly required, ready to use straight away.

Ozobot – a small line-following robot, also pre-assembled; only the track needs to be prepared before use.

Task 3: If pupils had to create their own story using robots, which tool would you recommend?

ArTeC Robo, because its creative building blocks allow for the creation of custom characters, scenes and stories, complemented by sensors and programming.

Task 4: Which robot would you choose for nursery school children, and why?

Bee-Bot or mTiny, because they are easy to programme, fun to use, and help develop spatial awareness, sequencing skills and fine motor skills.

Task 5: Which robot would you recommend to secondary school students who are ready to tackle complex algorithmic and project-based tasks?

LEGO Education SPIKE Prime, ArTeC Robo, Edison – because they are modular, advanced, programmable in block-based and text-based languages, and suitable for STEM projects.

3. Artificial Intelligence in Education

In the coming years, the use of AI-based methods will become increasingly prominent in education. Hopefully, we will see the spread of systems that do not replace the teacher, but rather support differentiation, student autonomy and self-regulated learning. Content and possibly tasks will be recommended taking into account individual pace of progress, areas of interest and learning

styles. It will certainly completely transform the digital learning environment we have become accustomed to.

Artificial intelligence is the collective term for computer systems capable of learning, solving problems and making decisions without human intervention. In education, for example, AI takes the form of adaptive learning systems, intelligent educational programmes and automated assessment systems. It helps learners to analyse data, discover patterns and receive personalised support. The use of AI in the classroom supports creative thinking, problem-solving and algorithmic skills, as well as the development of various subject-specific competences. It can also assist teachers, for example by speeding up the creation of tasks, feedback and lesson materials, thus freeing up more time for personal mentoring. It is important that students understand how artificial intelligence works and its limitations so that they can use the technology consciously. When using AI, data protection, the security of personal information and the avoidance of bias must be taken into account. Students need to be made aware that AI does not always provide accurate or correct answers.

Below are some activities you can try with your students in class.

Activity 1: Spotting fake news: Show your students short news stories and ask them to use AI tools to verify the information.

Task 2: Ask the students to write an essay using AI, then discuss which parts are reliable and which need to be rewritten.

Task 3: Have students create images using AI, then discuss when their use is appropriate and when it is problematic (e.g. depicting real people).

Task 4: AI source criticism: Compare the same information from two different AI tools and decide which source appears more credible.

Table 1: Overview of tool features

Tool	Brief description	Educational application
ChatGPT	Text-based generative AI capable of answering questions, providing explanations and generating ideas.	Explanations of lesson content, question-and-answer exercises, essay ideas, and support for language learning.
Microsoft Copilot	An AI assistant integrated into Office tools and educational platforms.	Lesson creation, interaction with students, rapid generation of assignments and feedback.
Google Gemini	Multimodal generative AI capable of processing text, images, code and audio.	Support for creative tasks, visual and text-based projects, coding and STEM projects.

Supporting materials

No. 1: https://www.youtube.com/watch?v=XmK28Yb0_kM

No. 2: <https://www.youtube.com/watch?v=-ovNoW7h1r8>

No. 3: <https://quivervision.com/coloring-packs>

Test exercises

For the test or, rather, practice exercises, we offer three rarely used and little-known applications for you to try out. We haven't mentioned any of these on the previous pages, but you may nevertheless be familiar with one of them.





Task 1

Use the [simpleshow](https://www.mysimpleshow.com/) application to create an explanatory video. You can log in to the video-making programme using a Gmail or Facebook account. Then create a video on any subject within your field of study, with content of your choice. The short video (No. 1) included in the supporting materials will help you get started. The site allows you to create the presentation in 20 languages, including Hungarian.

<https://www.mysimpleshow.com/>

Task 2

Create a digital book using the [BookCreator](https://bookcreator.com/) app or website! This creative tool enables students of different ages and abilities to publish their own digital books. The title of the digital book you are to create should be simple: “About Me”. To create it, first register on the website. Then, using the support video No. 2, create your own book!

<https://bookcreator.com/>

Task 3 (primarily for primary school pupils, target age group: 6–10 years)

Download the [Quiver](http://www.quivervision.com/) app for either Android or Apple iOS. Colouring pages designed for children can be downloaded from the app and the website: see support material no. 3. Choose a theme from these, and a page within that theme. Colour them in any way you like. Then comes the magic: use the Quiver mobile app to scan the coloured-in sheets, and the figures and objects on the sheet will become three-dimensional and come to life on the screen. They move, can become interactive to some extent, and the app can place the figures onto objects seen through the rear-facing camera.

<http://www.quivervision.com/>

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9. THE CHALLENGES AND BARRIERS TO SELF-REGULATED LEARNING – WHEN LEARNING DOESN'T COME NATURALLY

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Introduction

We often speak of self-regulated learning as an ideal state: the learner consciously sets goals, plans their steps, monitors their progress, reflects on their experiences, and then replans. In reality, however, this process is rarely so 'textbook-like'. In everyday life, the picture is much more fluctuating: an enthusiastic start, procrastination, lack of time, wavering self-confidence, unexpected life situations, and days when even the best-laid plans go awry.

The difficulties of self-regulated learning are not the unfortunate by-products of the learning process, but natural parts of development itself. It is through encountering and overcoming challenges that the internal resources – self-efficacy, resilience, perseverance – which sustain the learning process in the long term are developed. As educators, it is particularly important that we recognise these difficulties in ourselves and our students, and treat them not merely as 'problems' but as opportunities for development.

This chapter outlines the typical difficulties that arise during self-regulated learning and helps you, by comparing them with your own experiences, to understand where the process might get stuck, what internal and external obstacles may arise, and how to respond to them consciously. Throughout the text, you will find self-reflective questions that invite quiet, personal reflection – whether over a cup of tea or during a late-night 'I'll just read a bit more' moment.

Objectives

The aim of this chapter is to:

- provide an overview of the most common difficulties encountered during self-regulated learning;
- help teachers to recognise these obstacles in their own learning processes;
- support personal understanding and the identification of possible solutions through self-reflective questions;
- provide background knowledge to enable teachers to respond more consciously to difficulties that arise when supporting students' self-regulated learning.

Time allocated to the lesson unit:

Recommended for independent study: 2×45 minutes.

The material can also be read in sections; the self-reflection questions at the end of each chapter can be incorporated into the daily routine as 'mini-breaks' of 10–15 minutes.

Learning outcomes

The development of the following teaching competences is prioritised:

- planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and extracurricular activities)
- supporting learning (emotional and physical well-being, a calm environment, encouraging independent learning, accepting that mistakes can be made)
- reflective thinking: independent reflection, analysis of learning experiences

Teaching materials

Introduction

1. Why are difficulties a natural part of self-regulated learning?

Self-regulated learning is not a linear but a cyclical process. Motivation, attention, time management, emotions and external circumstances are constantly changing. For this reason, it is inevitable that at certain stages the learner – whether a student or a teacher – will feel: ‘I can’t do this right now’.

The literature often divides self-regulated learning into three main phases: the preparatory phase (goal-setting, planning), the implementation phase (application of strategies, monitoring) and the reflective phase (evaluation, re-planning). Specific difficulties can arise in all three phases. An important message is that the emergence of a difficulty is not in itself a failure, but a signal – information about where in the process it is worth making adjustments.

As teachers, we often place high expectations on ourselves: ‘I should know this by now’, ‘with this much experience, I shouldn’t be putting off my own professional development’. These internal thoughts often reinforce the experience of failure. It is better to view difficulties as natural parts of the learning cycle, which help us fine-tune our goals, strategies and pace.

Reflection questions:

- How do you usually interpret your own learning difficulties: as a failure or as a sign?
- What internal thoughts do you notice within yourself when you hit a snag (e.g. ‘it won’t work anyway’, ‘I’ll do it tomorrow’)?
- Has there ever been a situation where a difficulty ultimately led to a useful change of direction in your learning?

2. Typical difficulties in the different stages of the learning cycle

Different obstacles may arise at different stages of self-regulated learning. The overview below helps to organise where and what types of difficulties occur most frequently.

2.1. Difficulties in the planning phase

- Vague or overly general goals: “I’d like to understand digital tools better”, “I’d like to further develop my use of differentiation”. Such goals are difficult to translate into concrete steps.
- Too many goals at once: the teacher wishes to develop in several areas, but the time available is limited, which can easily lead to overload and frustration.
- Underestimating available time and resources: planning along the lines of “I’ll catch up during the break” often proves to be an illusion.
- Perfectionism: they won’t get started until there is “enough time”, “all the resources are in place”, or “the perfect idea” has emerged.

These factors often present obstacles right at the start of the learning process. The good news is that most planning difficulties can be alleviated through conscious goal-setting and realistic time management.

Reflection questions:

- What sort of goals do you usually set: general ones or specific ones?
- Have you ever taken on too many goals at once? What were the consequences?
- What signs do you look for to realise that your plans are unrealistic for the given period?

2.2. Difficulties in the implementation (monitoring) phase

The most common obstacles during the learning process are as follows:

- Procrastination: thoughts such as ‘I’ll do it when I have more time’ and ‘I’ll just quickly sort something out’ can systematically delay learning activities.
- Divided attention and digital distractions: messages, emails and notifications that constantly break concentration.
- Fatigue, overload: a characteristic of the teaching profession is that studying is often squeezed into the “remaining time” of the day, when energy levels are already low.

- Lack of strategy: the student knows what they need to learn, but lacks a well-developed set of methods for doing so effectively (note-taking, outlining, practice exercises, self-testing, etc.).
- During the implementation phase, it helps greatly if the student determines in advance what signs will indicate that they have ‘gone off track’ (e.g. checking their phone every 5 minutes, constantly standing up and sitting down), and consciously refocuses on the task.

Reflection questions:

- When do you usually complete your study tasks during the day? To what extent does this time of day support your concentration?
- What are the most common distractions for you?
- What simple rule could you introduce to minimise interruptions whilst studying?

2.3. Difficulties in the reflective phase (evaluation, re-planning)

Obstacles may also arise when concluding and re-planning the learning process:

- Being overly hard on oneself: the focus is on what is missing (“what I haven’t done”), whilst the completed parts are overlooked.
- Underestimating success: “This would be nothing to anyone else”, “What I’ve achieved isn’t a big deal” – as a result, the positive experience is not incorporated into one’s self-image.
- Failure to take the next steps: the learner does not spend time rethinking goals and strategies based on their experiences, so the next cycle begins with the same difficulties.
- Overemphasising failures: a single negative experience (e.g. a failed exam, a difficult-to-understand article) casts the entire learning process in a negative light.

During the reflective phase, it is particularly important that the assessment is balanced: the learner should see what they have achieved, where there is still work to be done, and what they have learnt from difficult situations.

Reflection questions:

- When you look back on a period of learning, what do you notice first: the gaps or the achievements?
- How do you usually ‘wrap up’ learning processes for yourself (e.g. further training, a project, an exam)?
- Do you have any habits that help you reflect on your own development (e.g. brief notes, a list, a conversation with someone)?

3. Internal barriers: beliefs/views, emotions, self-assessment

Self-regulated learning is not just a matter of techniques and strategies. It is strongly influenced by the internal beliefs and emotions with which we view ourselves and learning.

Common internal barriers:

- Fixed mindset: “I’m no good at this”, “I don’t understand statistics”, “digital tools are too complicated for me”. These statements limit learning commitments.
- Low self-efficacy: the learner feels that no matter how much energy they put into learning, the outcome is uncertain or depends on external factors.
- Anxiety, pressure to perform: paradoxically, the ‘prohibition of failure’ increases the likelihood of making mistakes and reduces the scope for experimentation.
- Inner critic: constant, harsh self-criticism that undermines rather than builds motivation.

Working on internal barriers is a longer process, but it is already a big step if the learner notices the kind of phrases they use when talking to themselves and begins to consciously refine them (“I don’t understand yet”, “I can improve with practice”).

Reflection questions:

- Which characteristic ‘internal statement’ do you hear most often in a learning situation?
- Which of these support your learning, and which hinder it?
- If you were to say the same thing to a friend or student that you usually say to yourself, would you do so in the same tone? If not, how would you rephrase it in a more supportive way?

4. External barriers: time, roles, environment

Most teachers do not learn under ‘ideal’ conditions. They must find time for their own professional development amidst lessons, family responsibilities, administrative burdens and other obligations. External barriers to self-regulated learning include:

- Lack of time and time constraints: learning is often pushed to the end of the day, when energy levels are low.
- Role conflicts: teacher, parent, family member, colleague, project partner – each role comes with its own set of expectations.
- Physical environment: cramped spaces, distracting noises, no permanent ‘study corner’ where one can get into the right mindset for work.
- Digital overload: due to constant online presence, learning content can become blurred with other digital stimuli.

Most external obstacles cannot be completely eliminated, but they can be partially managed through conscious decisions: setting aside micro-time blocks, taking on a more realistic workload, and making small adjustments to the learning environment (e.g. turning off notifications, setting a fixed study time slot).

Reflection questions:

- What external circumstances are currently making your learning the most difficult?
- Which of these do you have some – even partial – control over, and which do you not?
- What are two small but realistically achievable changes you could make to make your own learning environment more conducive to learning?

5. Changing your attitude towards difficulties – first steps

Completely eliminating difficulties is not a realistic goal – and perhaps not even desirable. What is far more important is how we view these obstacles and how we respond to them. From the perspective of self-regulated learning, three approaches are particularly important:



- Awareness: I recognise what is happening to me and what kind of difficulty I am facing.
- Acceptance: I am not ashamed of my difficulties, but treat them as a normal process.
- Responding in small steps: I do not want to change ‘everything at once’, but rather set out small, concrete steps.

The aim of this chapter is not to provide a detailed intervention programme, but to help you gain a clearer understanding of your own learning difficulties – and in doing so, you have already taken half the first step towards managing them. In the following chapters (e.g. the sections on the stages of self-regulation or on supporting self-regulated learning), you will find specific tools that you can use to build on these insights.

Reflection questions:

- If you had to sum it up in one sentence: what is the most common difficulty you face in your self-regulated learning?
- What small step could you take as early as next week to alleviate this?
- Whose support and encouragement would help you to actually take this step?

Supporting materials

Appendix 1 – Personal ‘obstacle map’ – template

Instructions for use:

In the table below, list one specific learning situation at a time! Fill in the internal (thoughts, feelings) and external barriers, then formulate a small, realistic first step that will help alleviate the difficulty in question!

Learning situation / topic	Internal obstacles (thoughts, feelings)	External obstacles (time, environment, roles)	How do I respond now?	Possible first steps

Appendix 2 – List of positive, supportive internal statements

Instructions for use:

The following statements can help reframe thoughts such as “I can’t do it” or “It won’t work anyway”. Choose the ones that sound authentic to you and rewrite them in your own words!

When planning

- I can’t see the full picture yet, but I can start small.
- I don’t have to sort everything out at once; it’s enough to clarify the next step.
- I set realistic goals, taking my time and energy into account.
- I have the right to simplify things and take on less.



When executing

Right now, I'm focusing solely on this one task.

If my mind wanders, I can gently bring myself back to the task.

You can make progress even in small steps; it doesn't have to be perfect.

Every 5–10 minutes of work brings me closer to my goal.

When reflecting

I have the right to acknowledge what I've already achieved.

Mistakes are signals, not judgements about me.

I can look at what I've learnt from this situation – not just what didn't work out.

I can be both critical and compassionate towards myself at the same time.

My own sentences:

1. _____
2. _____
3. _____

Appendix 3 – Sample timetable for self-regulated learning

Instructions for use:

The weekly planner below helps you to schedule short, pre-determined study blocks. Indicate on which days, during which time slots, and on which specific tasks you would like to work. It is better to plan several short blocks (e.g. 20–40 minutes) rather than infrequent but very long ones.

Days	Time slot (e.g. 7.30– 8.00)	Study task / Topic	Comments (energy, distractions, reward)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

At the end of the week, it’s worth taking a moment to reflect:

- Which day did you manage to stick to your planned blocks the best?
- What helped with this?
- What would you change for next week?

Check-up tasks

Collection of self-reflection questions

Instructions for use:

You can use the questions below for individual self-reflection. Choose a few of them at the end of each learning period and write short answers to them!

1. Why are difficulties a natural part of self-regulated learning?

How do you usually interpret your own learning difficulties: as a failure or as a sign?

My answer: _____

What internal thoughts do you notice within yourself when you get stuck (e.g. ‘it won’t work anyway’, ‘I’ll do it tomorrow’)?

My answer: _____

Has there ever been a situation where a difficulty ultimately led to a useful change of direction in your learning?

My answer: _____

2. Typical difficulties in the different stages of the learning cycle

What sort of goals do you usually set: general ones or specific ones?

My answer: _____

Have you ever taken on too many goals at once? What was the outcome of this?

My answer: _____

What signs do you look for to realise that your plans are unrealistic for the given period?

My answer: _____

When do you usually complete your study tasks during the day? To what extent does this time of day help you concentrate?

My answer: _____

What are the most common distractions for you?

My answer: _____

What simple rule could you introduce to minimise interruptions whilst studying?

My answer: _____

When you look back on a period of study, what do you notice first: the gaps in your knowledge or the results you've achieved?

My answer: _____

How do you usually 'wrap up' learning processes (e.g. further training, a project, an exam)?

My answer: _____

Do you have any habits that help you reflect on your own development (e.g. brief notes, a list, a conversation with someone)?

My answer: _____

3. Internal barriers: beliefs, emotions, self-assessment

Which characteristic 'internal voice' do you hear most often in a learning situation?

My answer: _____

Which of these support your learning, and which hinder it?

My answer: _____

If you were to say the same thing to a friend or a student that you usually say to yourself, would you say it in exactly the same tone? If not, how would you rephrase it in a more supportive way?

My answer: _____

4. External obstacles: time, roles, environment

What external circumstances are currently making your learning the most difficult?

My answer: _____

Which of these do you have some – even partial – control over, and which do you not?

My answer: _____

What are the two small but realistically achievable changes you could make to make your own learning environment more conducive to learning?

My answer: _____

5. Changing your attitude towards difficulties – first steps

If you had to sum it up in one sentence, what would you say is the main difficulty you face in your self-directed learning?

My answer: _____

What small step could you take as early as next week to alleviate this?

My answer: _____

Whose support and encouragement would help you actually take this step?

My answer: _____

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