



PedPilot – Self-regulated Learning Guide for Teachers

2024-1-HU01-KA220-SCH-000250549



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the European Union

PedPilots – Supporting Self-Regulated Learning

Unit 4.

Learning to learn? Yes!

The stages of the learning cycle: From planning to re-planning



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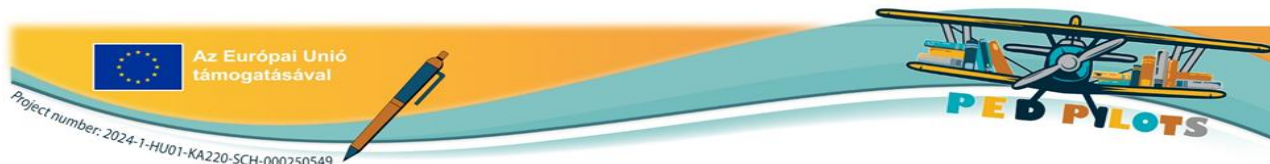


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4. Learning to learn? Yes! – The stages of the learning cycle: From planning to re-planning

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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 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!

Stage	
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

Sources

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Az Európai Unió
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Project number: 2024-1-HU01-KA220-SCH-000250549



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