

Scaffolding self-regulated learning

Self-regulated learners ask themselves a 'regulatory checklist' of questions as they plan, monitor, and evaluate their learning.

(Schraw, G. 1998. Promoting general metacognitive awareness. *Instructional Science*, 26(1-2), 113-125)

When adults encourage children to engage in conversation in these areas, they scaffold children's ability to eventually ask themselves a regulatory checklist.

Planning

(Experts ask themselves)

(Scaffolding topics)

What is the nature of the task?

What you are planning to do

What is my goal?

What you will do with it

What you want it to be like

What kind of information and strategies do I need?

Whether you will work with anyone else

What you need to use

How much time and resources will I need?

How you think you will do it

Whether you will finish it all today

Whether you need any help

Monitoring

(Experts ask themselves)

(Scaffolding topics)

Do I have a clear understanding of what I am doing?

Describing what you are doing here

How this will help you with (your goal)

Does the task make sense?

Whether it is working out the way you want it to

Am I reaching my goals?

The most important thing

The problem/thing that is hard

Do I need to make changes?

Whether it might be better to think of another way

Whether you have any different ideas now

Evaluating

(Experts ask themselves)

(Scaffolding topics)

Have I reached my goal?

Whether you did as you planned

What worked?

How well it went/ What you think of it

Whether you concentrated on it for a long time

What didn't work?

What worked well/ What didn't work

Would I do things differently next time?

Anything you would do differently if you did it again

Anything you found out that you didn't know before