

Phase of Self Regulation	Beginner Self-Regulated Learners	Skillful Self-Regulated Learners
<p>Forethought Phase</p> <ul style="list-style-type: none"> - goal setting - motivation - planning - selection of strategies - analyse difficulty and effort to complete task 	<ul style="list-style-type: none"> • Set no or non-specific distal goals – may have a general idea of the overall outcome targeted • Are disinterested – may come to a learning situation just because they have been told to • Wait to be directed • Select strategies randomly • Are over- or under-confident when comparing ability to the level of difficulty and effort required to complete the task 	<ul style="list-style-type: none"> • Set specific hierarchical goals – small goals leading to larger goals • Are intrinsically interested and motivated to learn • Plan their approach to learning • Select learning strategies in line with task/goal • Accurately analyse the task for level of difficulty and effort required and select strategies to mediate these and perceived level of ability • Know both what to learn and how to learn
<p>Performance Phase</p> <ul style="list-style-type: none"> - Focus on task - visualisation - monitoring performance - use of learning strategies - use of task oriented strategies - link to prior learning experiences - ownership of learning process 	<ul style="list-style-type: none"> • Are easily distracted and move off track • Cannot imagine themselves at the completion of the intended task • Are unaware of the quality of their performance • Have fewer strategies to choose from • Fail to recognise and relate previous similar learning experiences • See themselves as victims of the learning process 	<ul style="list-style-type: none"> • Focus on performance rather than solely outcome • Picture the process and outcome as a means for remaining on task • Monitor performance and learning while it is happening • Are disciplined and use practice strategies to consolidate learning • Have a larger repertoire of strategies from which to choose • Make links to prior experiences/learning • Take ownership of and control their learning process
<p>Self-Reflection Phase</p> <ul style="list-style-type: none"> - Use of feedback - Connecting outcomes to strategies used - Reaction to failure - Attribution of failure 	<ul style="list-style-type: none"> • Avoid feedback and self-evaluation • Do not attribute outcomes to actions or behaviour • React negatively to dissatisfaction with avoidance or procrastination • Blame others for their lack of success 	<ul style="list-style-type: none"> • Seek feedback for self-evaluation • Make connections between actions and learning strategies and performance and outcomes • Positive self-reaction includes adapting to mediate dissatisfaction • Attribute failure to correctable causes

Adapted from: [Self-regulated learning in the classroom](#) (as part of the Realising the Potential of Australia's High Capacity Students Linkage Project), Susan-Marie Harding, University of Melbourne (August 2018)