



Zelfregulerend leren in het hoger onderwijs: Uitdagingen en kansen



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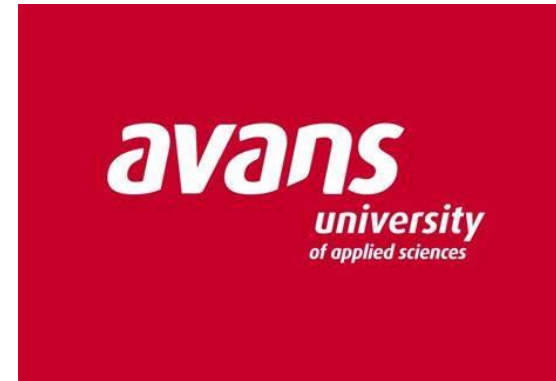
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Wat is het?

**Waarom is het
belangrijk?**

**Uitdagingen voor
studenten en docenten?**

Zelfgereguleerd leren (ZRL)

Kansen?

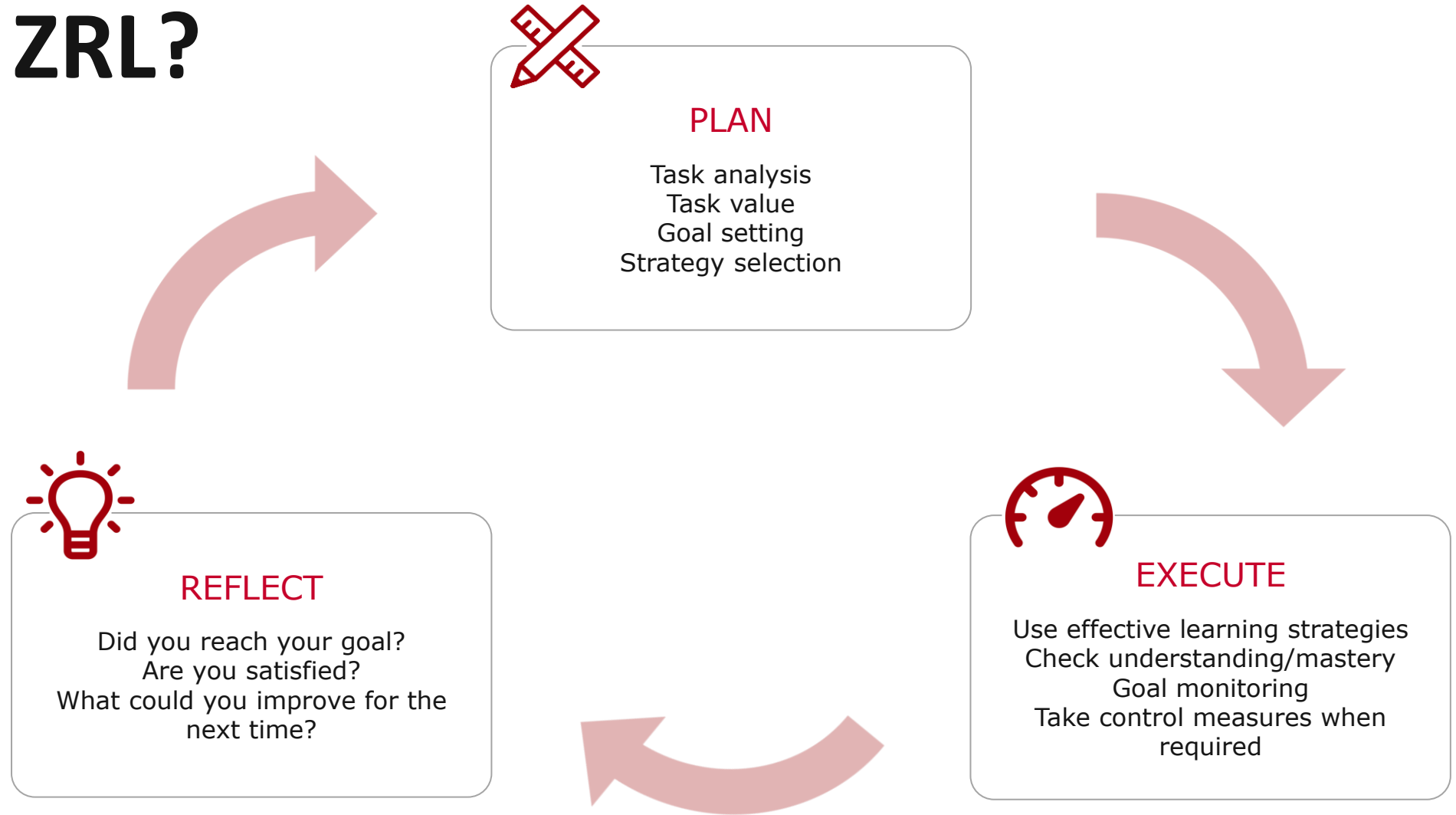
Als je denkt aan een student die
diens leren goed zelf reguleert, ...

wat zie je diegene dan doen?

Wat is ZRL?

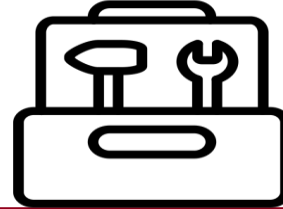
Zelfregulerend leren is een cyclisch proces waarbij een lerende diens gedrag, gedachten, gevoelens én motivatie zelf, proactief richting geeft, met het oog op het bereiken van (diens) leerdoelen in een specifieke context (Pintrich, 2000)

Wat is ZRL?



Met dank aan Felicitas Biwer en Anique de Bruin

Wat is ZRL?



Cognitive strategies

Metacognitive strategies

**Resource management
strategies**

Met dank aan Felicitas Biwer en Anique de Bruin

Waarom is ZRL belangrijk?

Since the founding of the republic, American educational leaders have stressed the importance of individuals assuming personal responsibility and control for their own acquisition of knowledge and skill. Benjamin Franklin wrote extensively in his “Autobiography” about techniques he used to improve his learning, erudition, and self-control (*Benjamin Franklin Writings*, 1868/1987). He described in detail how he set learning goals for himself, recording his daily progress in a ledger. He sought to improve his writing by selecting exemplary written models and attempting to emulate the authors’ prose. In addition to teaching himself to write, Franklin felt this procedure improved his memory and his “arrangement of thoughts,” two cognitive benefits that research on observational learning has verified (Rosenthal & Zimmerman, 1978; Zimmerman & Rosenthal, 1974). Recognition of the importance of personal initiative in learning has been reaffirmed by contemporary national leaders such as Gardner (1963),

From Zimmerman, B.J. (1990). *Self-regulated learning and academic achievement: an overview. Educational Psychologist*, 25, 3- 17.

Waarom is ZRL belangrijk?

IN AN ERA OF CONSTANT DISTRACTIONS in the form of portable phones, CD players, computers, and televisions for even young children, it is hardly surprising to discover that many students have not learned to self-regulate their academic studying very well. Consider the case of Tracy, a high school student who is infatuated with MTV.

*From Zimmerman, B.J. (2002). **Becoming a self-regulated learner. Theory into Practice, 41, 64-70.***

Waarom is ZRL belangrijk?

Zelfregulerend leren is een sleutelcompetentie in veel professionele omgevingen (Endedijk & Cuyvers, 2022).

Waarom is ZRL belangrijk?

Flexibilisering in het hoger onderwijs doet een beroep op zelfregulerend leren van leerlingen/studenten (voor een genuanceerd verhaal, luister naar [ReguLLEARN #1 SPECIAL Flexibilisering \(in gesprek met Milou van Harsel & Peter\)](#)).

Waarom is ZRL belangrijk?

Zelfgereguleerd leren is positief (soms causaal) gerelateerd aan:

- Welzijn van studenten (e.g., Liborius et al., 2019);
- Studiesucces en prestatie (e.g., Janssen, 2019; Lowe & Cook, 2003; Richardson, 2012).

ZRL en uitdagingen voor studenten

Technique

Elaborative interrogation

Self-explanation

Summarization

Highlighting

The keyword mnemonic

Imagery use for text learning

Rereading

Practice testing

Distributed practice

Interleaved practice

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

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Psychological Science in the
Public Interest

14(1) 4-38

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DOI: 10.1177/152908611350264

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Technique	Utility
Elaborative interrogation	Moderate
Self-explanation	Moderate
Summarization	Low
Highlighting	Low
The keyword mnemonic	Low
Imagery use for text learning	Low
Rereading	Low
Practice testing	High
Distributed practice	High
Interleaved practice	Moderate

Karpicke, Butler and Roediger, 2009

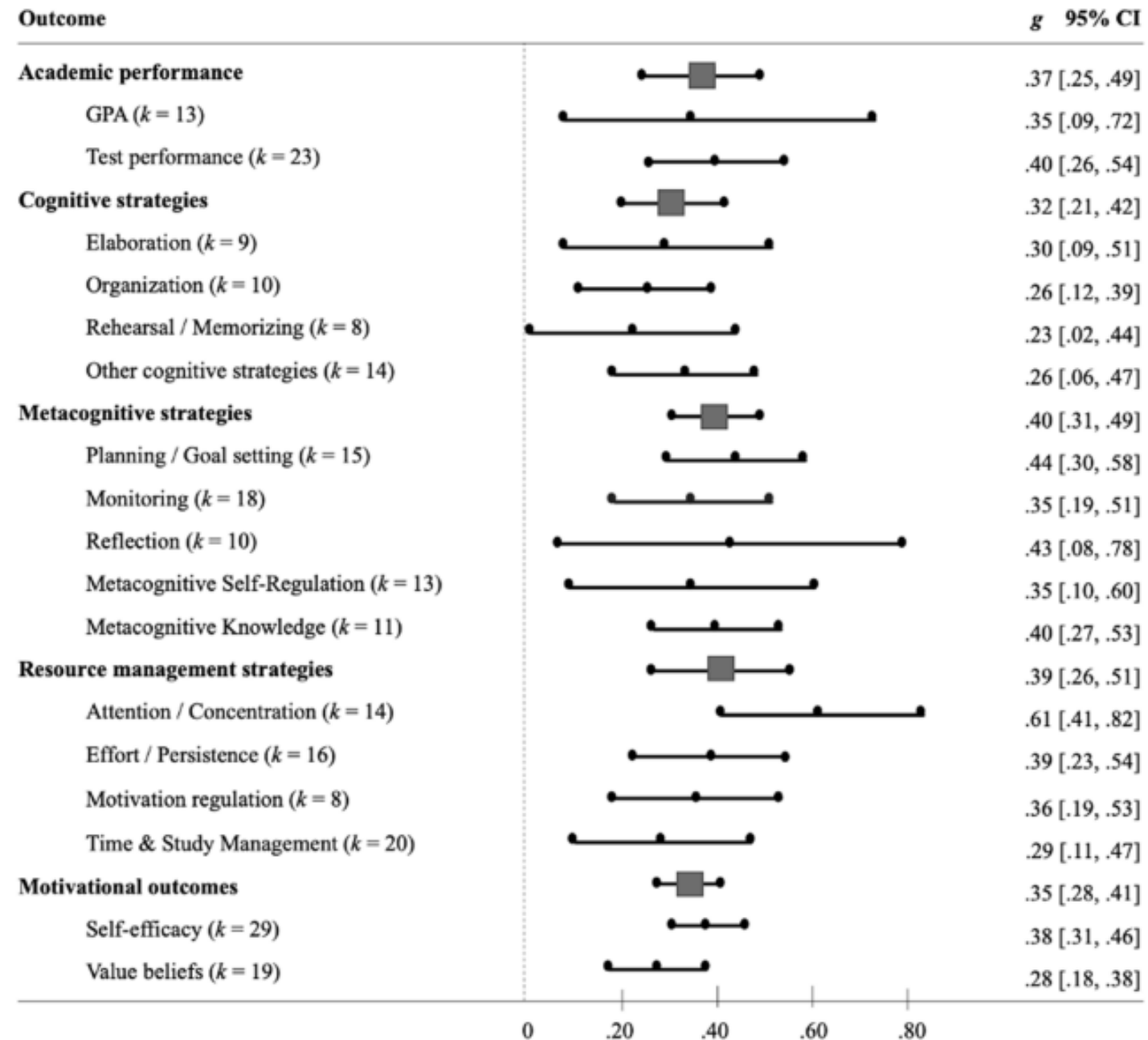
TABLE 1
Results of Question 1

<i>Strategy</i>	<i>Percent who list strategy</i>		<i>Percent who rank as #1 strategy</i>	
1. Rereading notes or textbook	83.6	(148)	54.8	(97)
2. Do practice problems	42.9	(76)	12.4	(22)
3. Flashcards	40.1	(71)	6.2	(11)
4. Rewrite notes	29.9	(53)	12.4	(22)
5. Study with a group of students	26.5	(47)	0.5	(1)
6. "Memorise"	18.6	(33)	5.6	(10)
7. Mnemonics (acronyms, rhymes, etc)	13.5	(24)	2.8	(5)
8. Make outlines or review sheets	12.9	(23)	3.9	(7)
9. Practise recall (self-testing)	10.7	(19)	1.1	(2)
10. Highlight (in notes or book)	6.2	(11)	1.6	(3)
11. Think of real life examples	4.5	(8)	0.5	(1)

Kortom

Zelfgereguleerd leren doen studenten niet uit (allemaal) uit zichzelf, hier is ondersteuning voor nodig. Goed nieuws: ondersteuning werkt (Dignath, 2008; Dignath & Veenman, 2020, Theobald, 2021)

Theobald, 2021



ZRL en uitdagingen voor docenten

ZRL ondersteuning: rol van de docent

Hoe zelfregulerend ben jij zelf?

Wat weet jij over (het bevorderen van) ZRL?

Mijn rol als docent

Hoe denk jij over ZRL?
Vind je het zinvol of niet?

Hoeveel vertrouwen heb jij in jouw
vermogen om ZRL te ondersteunen bij je
studenten?

ZRL en kansen op succes

Inspire raamwerk

Instructors: explicitly teach effective strategies

Navigators: help students in goal setting, planning, and overcoming obstacles

Strategists: Integrate SRL in classes/assignments (+ practice and feedback)

Promotors: stimulate SRL through authentic and relevant tasks

Innovators: use technology to enhance SRL

Role models: demonstrate, and explain your own SRL skills

Encouragers: stress the importance of mental effort, and make growth visible

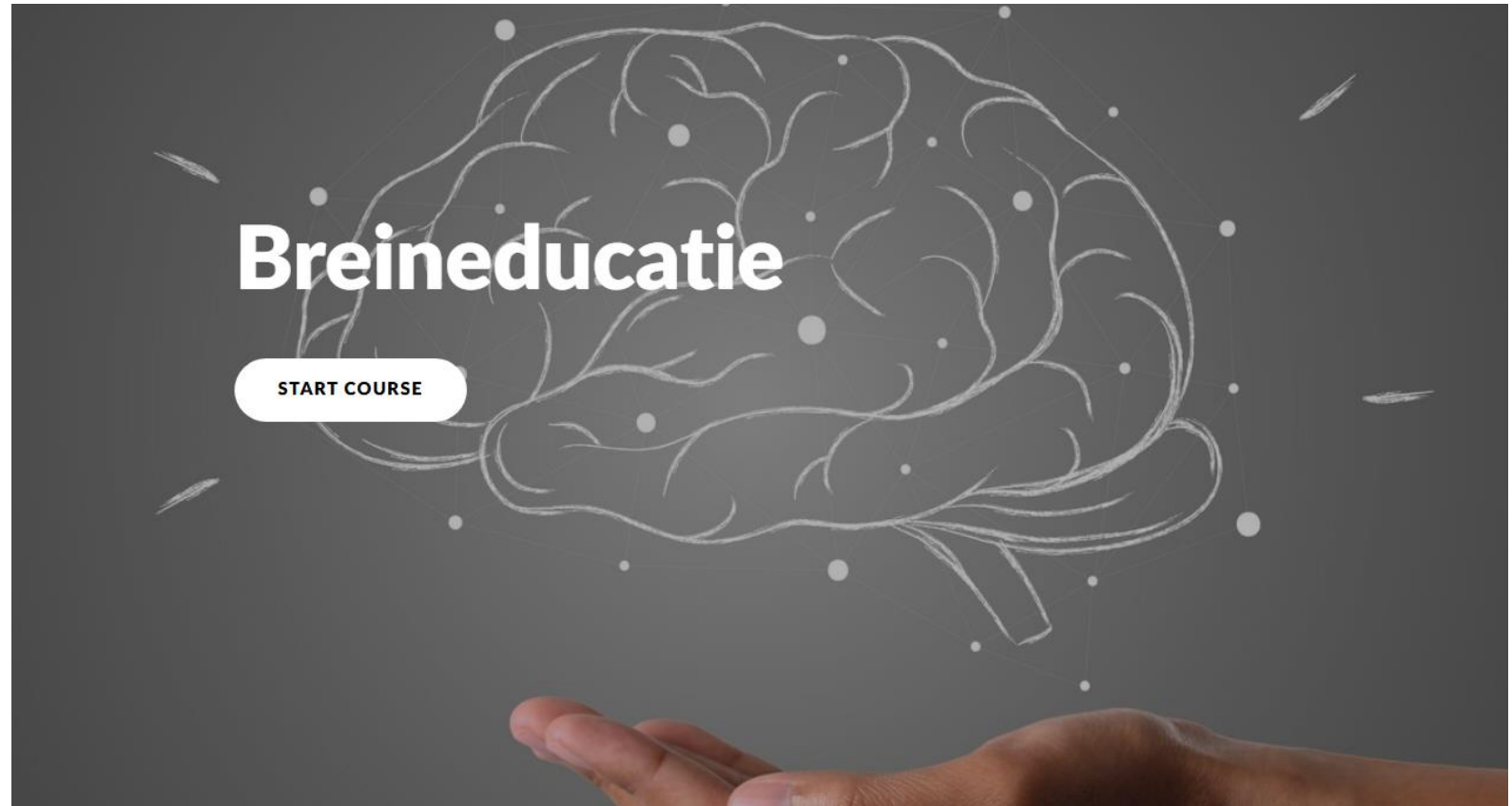


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Study Smart



Breineducatie

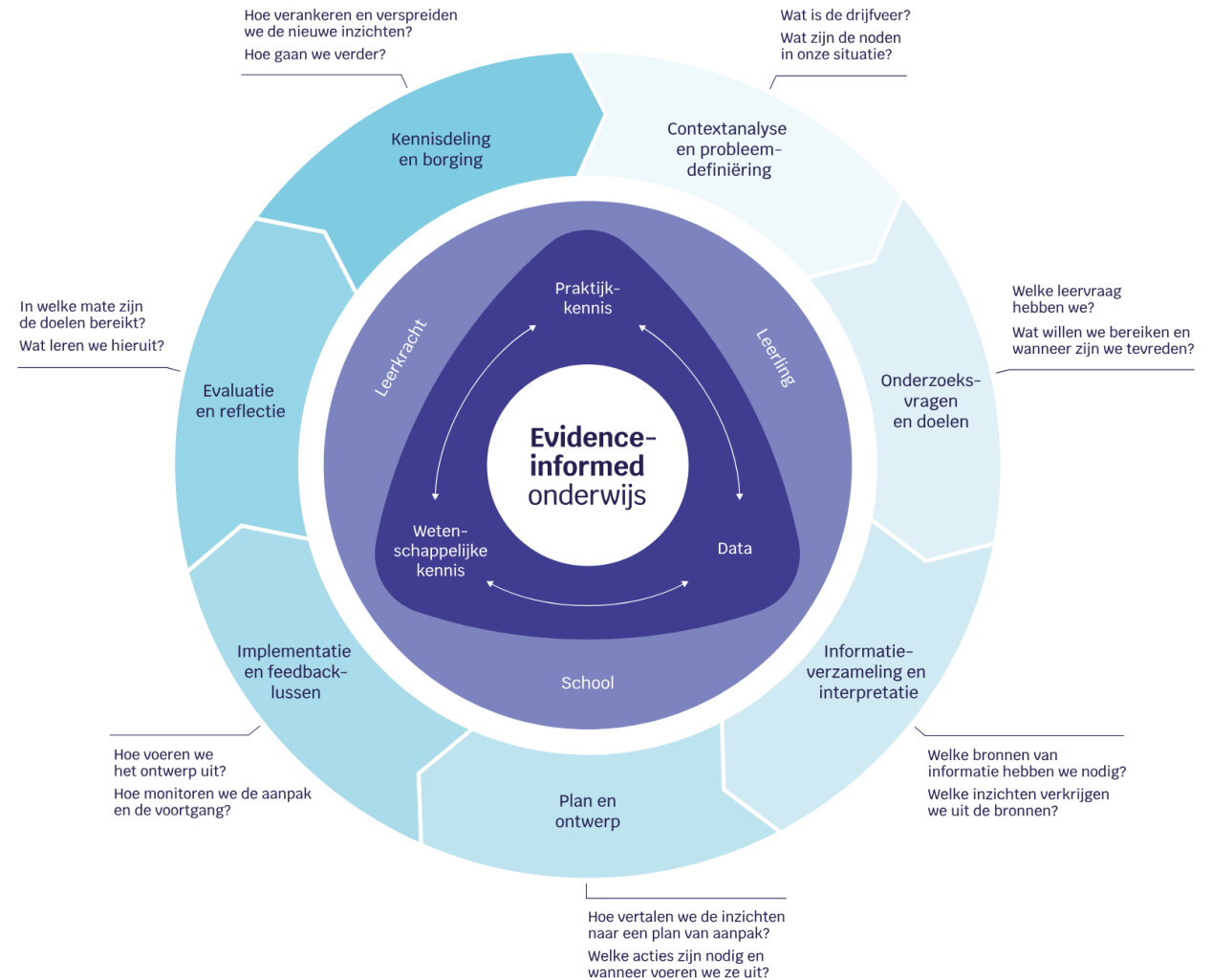


Motivatie-motor

**Motiverend
lesgeven**

met de Motivatie-motor

Evidence-informed werken



<https://leerpunt.be/evidence-informed-onderwijs/model>

Meer weten - boeken



Meer weten - boeken

[SELFLEX](#)

[Study Smart](#)

[Breineducatie](#)

[Motivatie motor](#)

Tot slot

Gedachten?

Vragen?

