

41-103 Central Topics of Educational Science: Self-Regulated Learning with digital Media

Instructor:	Maya Persico
Registration group:	EW SEM PTI MA
Intended for:	M. Ed. Lehramt an Grundschulen (master's program in teacher education for primary schools, grade 1-4) M. Ed. Lehramt für die Sekundarstufe I und II (master's program in teacher education for secondary schools, grade 5-13) B. Ed. Lehramt für Sonderpädagogik mit Profilbildung Grundschule (undergraduate program in special needs teacher education for primary schools, grade 1-4)
Time	Winter semester 2024/2025
Hours per week:	2
Lesson count:	14
Credit Points:	3-6
Language:	German

Content:

In times of digital change, a shortage of specialists and teachers and an uncertain future, enabling learners to learn in a self-regulated way is becoming increasingly important. To do this, learners need different learning, motivational and behavioural strategies, which they must first learn and then repeat regularly before they can apply them for their lifelong learning. This seminar discusses the empirical foundations of self-regulated learning and opens up a space for experimenting with self-regulated learning (with digital media) and reflecting on the process with the help of support in a protected environment. Only then is it discussed on the basis of theory and experience how other learners (e.g. pupils) can be introduced to self-regulated learning and supported in their process. Since digital media enable individualised support that teachers will hardly be able to provide in the future, self-regulated learning with digital media plays a special role and is a focus of this seminar.

If necessary or desired, parts of the seminar can be offered in English. Students are offered and encouraged to try to take part in a lesson entirely in English.

Learning objectives:

The students:

- acquire specialised knowledge on the subject of self-regulated learning and learning strategies
- try out different learning, motivation and behavioural strategies
- critically analyse the different strategies
- reflect on their own learning processes
- write a reflective diary
- discuss the advantages of self-regulated learning with digital media

Syllabus:

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An Educational Science course for teacher education student in undergraduate and master studies, WiSe 2024/2025

- take a critical look at the teaching and promotion of self-regulated learning at school
- develop their own ideas and judgements on promoting self-regulated learning at school

Procedure:

The seminar takes place in presence and works with the teaching-learning platform Moodle. The seminar thrives on mutual exchange and discussion. Students are welcome to participate in organising the seminar. Students keep learning reflection diaries, on which they repeatedly receive feedback in the form of critical questions.

Literature & Materials

Texts in German and English will be used. When conducting literature research, students are welcome to use texts in any language available to them. The materials provided were mostly in German.

Additional examination information

There are various options for providing proof of attendance and passing the examination. These will be announced at the beginning of the course. (Further information on pp. 3).

Syllabus – short version

#	Content	Materials
1	Self-assessment and reflection on learning techniques and self-organisation	Plan_1.Sitzung_ZZIMM_Maya_WiSe24.docx Pflichtaufgabe 1 – Lernreflexionstagebucheintrag 1
2	Learning techniques, bad habits and discussion questions	PP_Sitzung2_SRL_Lerntechniken.pptx Lernreflexionstagebucheintrag 2
3	Bad habits, case studies and a school without subjects	Womit haben wir uns befasst?.docx Individuelle Fallbeispiele für Gruppenarbeit.docx Schule ohne Fächer-Link Lerntagebucheintrag 3: Der Zusammenhang der Bad Habits und der Einstellung zum Lernen
4	Spontaneous digression: Nerves before the traineeship & stress	Was haben wir gemacht.docx Reflexion der letzten Sitzung
5	Definition of self-regulated learning	PP_Sitzung5_SRL_Definition_von_selbstreguliertem_Lernen.pptx
6	Self-study due to absence (conference): Reading on motivation and reference to bad habits and learning attitude	Miele, D. B., Rosenzweig, E. Q., & Browman, A. S. (2024). Motivation. In P. A. Schutz & K. R. Muis (Eds.), <i>Handbook of educational psychology</i> (4th ed., pp. 191–218). Routledge. Aufgabe zur Lektüre Freiwillige Aufgabe: schriftliche beantwortung der Gedankenleitungsfragen zur Lektüre
7	Discussion about reading and connection to bad habits, start of a plan	PP_Sitzung7_SRL_Zsmh.Bad Habits_Start_Plan.pptx Paulus, M. (2019). Hängt die Fähigkeit, mit 4 Jahren auf einen Marshmallow zu warten, mit sozialen und kognitiven Fähigkeiten im Jugendalter zusammen? <i>Schlüsselexperimente der</i>

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		<i>Entwicklungspsychologie: mit 14 Abbildungen und einer Tabelle, 72–81.</i> Lernreflexionstagebuch zur Lektüre Pflichtaufgabe 2 – Weitere Reflexionsfrage
8	Reward and self-regulation with transition to distractions – the evil mobile phone?	PP_Sitzung8_SRL_Smartphones-als-Ablenker.pptx (angelehnt an eine Vorlesung von Ferdinand Stebner, angepasst durch Maya Persico) Particify Raum Lernreflexionstagebuch – Denkaufgaben zu Smartphones in der Schule Pflichtaufgabe 3 – Soziales Lernen als Unterrichtsfach? Mit Literatur belegte Abgabe einer Studentin zum Thema Handys in der Schule
9	All worries remain in this year	PP_Sitzung9_SRL_Plan_und_sorgenlos_ins_neue_Jahr.pptx Pflichtaufgabe 4 – Lasst eure Sorgen in diesem Jahr TaskCards zu Sorgen Lernreflexionstagebuch – Feedback zu Sorgen in Kleingruppen
10	Organisational structures and strategies	PP_Sitzung10_SRL_Organisationsstrategien.pptx Bild einer Lernumgebung Halbzeit: Reflexion des Seminars Pflichtaufgabe 5 – Organisationsmethoden gekürzte Version Mayas Masterarbeit.pdf
11	Visit from Ann-Christin Piel – SOL learning modules for schools	PP_Sitzung11_SOL Ann-Christin Piel (Link) Reflexion der SOL Sitzung
12	Visit from Celestine Kleinesper about Open Source Tools for Self-organisation	PP_Sitzung12_SRL_Selbstorganisation_Celestine.pptx
13	Tasks & forum on self-, co- and shared regulation due to illness	Forum: Wer möchte die Seminarzeit gleich wie nutzen? Letzte Pflichtaufgabe_ Evaluation des Seminars SRL mit digitalen Medien Aufgabe: Recherche – eine begriffliche Abgrenzung
14	Closing session with seminar evaluation	PP_Sitzung14_SRL_Abschluss.pptx Abschlussreflexion: Mein Lernen heute

Examination:

Some of you need proof of 3 credit points in addition to proof of participation. To best support you in your learning, there are various options available to you. Choose the combination that best suits you personally, your learning and your circumstances.

- A. Portfolio with additional tasks to those required for proof of participation, spread over the semester (3 CP)
- B. Essay (5-7 pages) / input (15-20 min) (1 CP) + short assignment (7-12 pages) (2 CP)
- C. Large term paper (15-20 pages) (3 CP)

D. Essay (5-7 pages) / input (15-20 min) (1 CP) + plus short oral exam (30 min) (2 CP)

Document 'Information on the essay as part of the coursework'.

Literature

- Butler, D. L., & Winne, P. H. (1995). Feedback and Self-Regulated Learning: A Theoretical Synthesis. *American Educational Research Association*, 65(3), 245–281.
- Dyment, J. E., & O'Connell, T. S. (2011). Assessing the quality of reflection in student journals: A review of the research. *Teaching in Higher Education*, 16(1), 81–97.
<https://doi.org/10.1080/13562517.2010.507308>
- Harris, K., R. (2025). The Self-Regulated Strategy Development Instructional Model: Efficacious Theoretical Integration, Scaling Up, Challenges, and Future Research. *Educational Psychology Review*, 36:104, 38. <https://doi.org/10.1007/s10648-024-09921-x>
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- Paulus, M. (2019). 7 Hängt die Fähigkeit, mit 4 Jahren auf einen Marshmallow zu warten, mit sozialen und kognitiven Fähigkeiten im Jugendalter zusammen? *Schlüsselexperimente der Entwicklungspsychologie: mit 14 Abbildungen und einer Tabelle*, 72–81.
- Pintrich, P. R. (2000). The Role of Goal Orientation in Self-Regulated Learning. In *Handbook of Self-Regulation* (S. 451–502). Elsevier. <https://doi.org/10.1016/B978-012109890-2/50043-3>
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- Yu, S., Zhang, F., & Nunes, L. D. (2023). On students' metamotivational knowledge of self-determination. *Metacognition and Learning*, 18(1), 81–111. <https://doi.org/10.1007/s11409-022-09318-7>
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- Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>