Group 3 Self-Regulation Theory (Self-Regulated Learning)

Theoretical perspective: Self-regulation theory, specifically self-regulated learning. One of the distinctive characteristics of graduate education compared to previous learning experiences for most students is the need for systematic self-regulation. Professors assume that graduate students will take responsibility for their own learning experience and outcomes. This often rather abrupt shift from a very directed learning environment to one in which the student is called upon to manage his/her own learning is a challenge for many graduate students. Your research group wants to explore the degree to which graduate students engage in self-regulated learning. Construct for this project: self-evaluation (also called self assessment).


