

Monitoring

Description

Monitoring is a skill associated with self-regulated learning (SRL). Self-monitoring skills fall into the performance phase of SRL, where an individual is responsible for tracking their current state of performance, deploying learning strategies, and monitoring their progress towards a goal. To do this, students need to recognize whether they understand information and identify gaps in their knowledge in order to self-select a strategy to bring performance closer to the goal. Monitoring skills can be broken down into self-control skills, such as self-instruction or attention focusing, and self-observation skills, such as self-recording and systematically varying behaviors to change performance

Why is this important?

A student’s ability to adapt problem-solving behaviors in response to academic tasks and feedback is critical for successful learning and achievement. Improving their ability to monitor tasks can make students more aware of what degree of control they have over their learning, and better equip them to self-manage their resources. Accurate monitoring has been shown to lead to improved performance and act as an important predictor of student success.

Implementation Examples

Self-reflections in daily diaries		
Adaptive quizzing	✓	
Self-explanation in homework	✓	
Confidence polling		▶
Use data to monitor class history and performance	✓	▶

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Practical Applications

- ✓ Explicitly teach self-monitoring skills and encourage practice through peer monitoring activities
- ✓ Prompt students to ask themselves questions during a learning experience: are you close to an answer? What step are you on? Why are you on that step? Is your approach working? Would a different approach work better?
- ✓ Offer opportunities for students to record their work for later reference
- ✓ Ask students to rate their confidence or doubt regarding the subject matter at different points in a learning experience

Sources: Boekaerts & Corno (2005), Donker et al. (2014), Nicol and Macfarlane (2006), Nietfeld et al. (2005), Valdez (2013), Winne (1995), Zepeda et al. (2015), Zimmerman & Campillo (2003)