

Planning

Description

Planning falls into the forethought phase of self-regulated learning (SRL), where a learner is responsible for setting goals for a task, identifying critical features of a task and planning strategies accordingly. Setting task-specific goals allows students to have a self-generated criterion against which to assess, monitor, and guide their learning. Identifying the critical features of a task allows students the opportunity to first search their memory for relevant prior knowledge before they begin, as well as judge the relevance of the task and how easy or difficult it will be to accomplish. This sets the stage for recognizing what learning strategies they can use, how these strategies can be performed, and when and why to use them.

Why is this important?

Knowledge of planning skills improves student self-efficacy, or their confidence in their abilities to solve problems. It provides an opportunity for students to recognize the relevance of their task to their academic or personal lives. Forming goals around learning is linked to improved learning-related behaviors, such as time management skills. Student-driven planning around goals allows students to compare their comprehension to goals, then alter their behaviors in order to address gaps in knowledge.

Implementation Examples

Goal-setting and Reflection Surveys	✓
SMART goal frameworks	✓
Learning strategy tutorials	✓
Planning prompts within assignments	
Pre-exam checklists	✓

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Practical Applications

- ✓ Encourage students to identify their goals prior to a learning experience and adjust as needed during task performance.
- ✓ Consider using goal structuring strategies, such as SMART goals, to guide goal development
- ✓ Provide explicit instruction on cognitive study strategies, so students have the background they need to determine which strategies are best for their tasks.
- ✓ Give prompts early in a learning experience to help students judge the difficulty of a task, recall prior knowledge, and identify specific strategies to use to help them meet their goal

Sources: Boekaerts & Corno (2005), Donker et al. (2014), Pintrich (2000), Zepeda et al. (2015), Zimmerman & Campillo (2003)