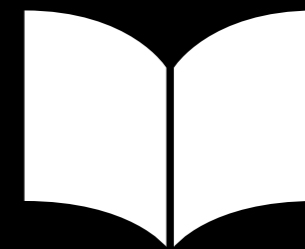




# Goal Setting & Study skills

Clara Cavallini - Tice, applied psychology and research  
[www.centrotice.it](http://www.centrotice.it)



# Self Regulated Learning

Constructive process that includes:

- Specific aims of learning (Pintrich 2000).
- A self-oriented feedback loop (Zimmerman 2001): it is assumed that students check their performance and compare it to a standard which becomes the goal of the task.
- Cognitive strategies, such as processing and elaboration of questions (Garcia and Pintrich 1994, Weinstein and Mayer 1986) and also how students manage their time and structure their environment (Pintrich 2000).
- Motivation (Schunk and Zimmerman 1994,).

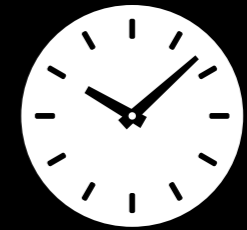
While the metacognitive processes explain how the students regulate their learning, motivation tells us why they do it (Garcia and Pintrich, 1994).



## Processes of Self-regulated learning

- 1- Goal setting -> set goals
- 2- Planning -> planning (how to achieve the goals)
- 3- Self-monitoring -> awareness of one's own performance
- 4- Self-control -> adaptation of strategies
- 5- Self-evaluation -> evaluation of the work performed

# Goal Setting



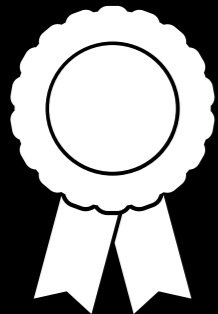
The basic premise is simple, the explicit and clear set of objectives can:

- Improve performance in any specific activity
- Direct attention and effort towards relevant activities
- Increase enthusiasm and energy
- Makes individuals less susceptible to the effects of anxiety and frustration.
- Help individuals discover and use efficient strategies and ways of thinking

(Dent & Koenka, 2015)

# AIMS: how do they have to be?

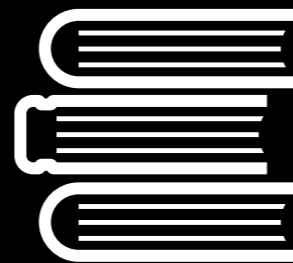
- Clear
- Specific
- Realistic





# Three teaching strategies

- Increased frequency of approvals, adapted to age (Cooper et al., 2003)
- Increased response opportunities (Learn Units)
- Use of 3 study skills components in a systematic way





# Study skills

1. Brainstorming (tell me everything that comes to your mind on this topic)
2. Promotion of questions (try to imagine what questions you might have about this topic)
3. Use of textual indexes (words in bold, captions of images, words in italics, paragraph titles)





"The student is willing to commit himself when the hope of success exceeds the fear of failure, otherwise the sense of shame and inactivity prevails"

Richard Chatham Atkinson, 2007





**THANK YOU**

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