

The Roles of Teachers in Promoting Self-Regulated Learning

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Abstract : Self-regulated learning (SRL), which can be defined as learning that takes place when an individual is an active controller over his cognition, behavior, and motivation in the learning process, seems to be an essential educational goal. However, it is asserted that students need an assistance to become self-regulated learners. Therefore, teachers appear to play an important role in the introduction of SRL. Even though the importance of SRL has been shown by many researchers, the issue of how teachers can introduce it in a classroom environment needs to be investigated thoroughly. When it comes to mathematics learning particularly, it seems really difficult to associate this area with self-regulated learning because of the fact that it is mainly seen as a domain that is overwhelmingly memorizing written notations. As a result, self-regulated learning in mathematics education and what roles teachers have seem to deserve a significant attention. In this study, the significance of SRL and the roles of teachers in promoting SRL in the field of mathematics education particularly with the help of current literature have been highlighted. Some of the roles of teachers are becoming self-regulated learners themselves, facilitating motivation and collaboration with their colleagues in their schools.

Keywords : mathematics education, motivation, self-regulated learning, teacher self-regulation

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