

Based on
Zimmerman, B. J. (2002). Becoming a self-regulated learner: an overview.
Theory into Practice 41(2), 64-70.

Select a Learning Context:

Fill in the rubric at the beginning of a course, module or workshop.

My Actions	Beginning	Developing	Advancing	Refining
Elements of Professional Self-Regulated Learning	My interests, habits and past experiences tell me this element is not worth paying attention to right now.	I take the initiative to incorporate this element into my learning even though it requires thinking and time to do so.	I regularly incorporate this element as a way to have control over the quality of my learning and to move it forward.	I am able to analyze the importance of this element in a variety of learning contexts and have multiple strategies for incorporating it into my learning.
1. Independence I assess my strengths, look for gaps in my current understandings and skills, and set learning goals for myself.			X	
2. Initiative I find ways of motivating myself to set expectations and seek out learning opportunities that are meaningful for me.			X	
3. Engagement I engage in learning tasks without relying on conventional external pressures to do so (e.g., attendance checks, assignments, grades).			X	
4. Collaboration (Interdependence) I seek out opportunities to work with colleagues in order to strengthen my understandings and skills.			X	

Activity: Self-Assessment

Task One

I also found this a useful tool!

My strengths are in the elements of Initiative and Collaboration. I am always wanting to learn new things. I get excited about it. I am eager to seek out learning opportunities. Collaboration has always been easy for me. I learn so much from others and I enjoy working with others.

I struggled in Time Management and Monitoring Performance- I sometimes become obsessed with completing a task and it is all I think about. I have a hard time balancing everything that I have to do. With monitoring performance, I start off strong in this element but then I often forget, or get to busy (time management again) to see it through. I often do not use the information to refine my learning goals.

This would be useful for me to use all throughout when doing a task. As you can see I start off strong, this tool would help me to stay on task and remind me/help me with time management and monitoring performance.

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5. Consideration I am conscious of the learning needs of others and attempt to make a positive contribution to their growth.		X		
My Actions	Beginning	Next Steps	Developing	Refining
Elements of Professional Self-Regulated Learning	I find it difficult to take this responsibility and to incorporate this element into my formal learning at this time.	I take the initiative to incorporate this element into my learning even though it requires thinking and time to do so.	I regularly incorporate this element as a way to have control over the quality of my learning and to move it forward.	I am able to analyze the importance of this element in a variety of learning contexts and have multiple strategies for incorporating it into my learning.
6. Time Management I balance multiple expectations and organize my responsibilities in ways that optimize rather than limit my opportunity to learn.	X			
7. Use of resources I explore and critique resources from the web and the library to support my learning.			X	
8. Use of Professional Expertise I am willing to approach those who have skills and insights that can advance my learning.			X	
9. Problem Solving When I am "stuck" in my learning, I analyze what keeps it a problem, select and act on a promising solution, and assess the consequences.		X		

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10. Monitoring Performance I track changes in my thinking and performance, celebrate my growth and successes and use this information to refine my learning goals.		X		
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Using the Rubric

Target one or two elements to identify your goal for improvement (You may want to focus on elements where you are "Beginning" or "Developing").

Keep records of your growth in Self-Regulated Learning in your Prof 150/151 professional portfolio. Use the materials as evidence of *Becoming a Professional Learner* during your exit conference.

If you get "stuck" in your efforts to become a more self-regulated learner, seek out someone you find has expertise to support your learning and work with them (see elements 4 & 6).

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Activity: Scholarly Readings

Task Two

[Powtoon of Reflections on my Reading](#)