Concept: Self-, Co- and Shared-Regulation

Brief overview of concept:

Self regulated learning focuses primarily around managing the learning of the self, but does have elements of managing interactions with others. **Self-regulation** (regulating oneself), **co-regulation** (supporting each other) and **socially shared regulation** (regulating together) often occur together, and self-regulation often involves elements of self- co- and shared regulation.

Deci and Ryan (1994) suggest that there is a continuum of kinds of self-regulation, varying according to the degree of internalisation of goals and processes. The strategy of clarifying, sharing, and understanding learning intentions and criteria for success deals with the process by which learners become clear about the goals they are pursuing.

There are varied interpretations of what co- and shared-regulation (see Hadwin and colleagues 2011, 2012; Panadero, 2017). Figure 1 summarises the distinction between the three terms.
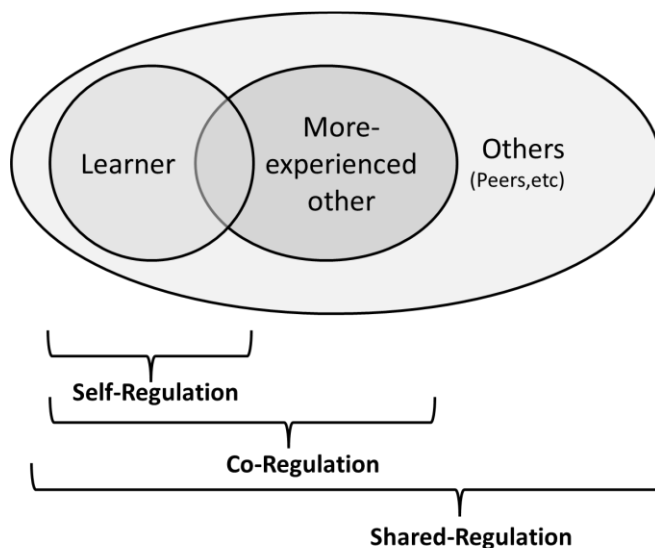

Figure 1

Identifying the interactions between the learner and others in self-, co- and shared-regulation.

SELF-REGULATION

Self-regulation is the approach of regulating one's own learning. The process involves monitoring your own cognitive processes and learning/studying strategies. Models of self-regulation commonly cite three key domains – the Cognitive, Metagognitive, and Motivational/Affective domains. The **Cognitive** domain addresses the thought processes one undertakes, and the way you think and learn, as well as the strategies you adopt for learning. The **Metacgnitive** domain is the process by which you monitor the effectiveness of the cognitive strategies, and the ability to identify where these strategies or processes are lacking. The **Motivational/Affective** domain governs one's goals, motivations, and reasons for learning in the first place. These motivations will shape how one approaches learning, and how persistent or flexible the learner is likely to be in the learning process.

Self-regulated learning underpins the whole of the EAT Framework, as EAT involves fundamental considerations of student agency and student independence. Effective self-regulation is an ultimate aim for assessment as a learning process (Sadler, 1998). Self-regulation specifically refers to managing one's own learning, but there are always interactions with others that impact on the learning process (Rutherford, 2019), and these are highlighted by co- and shared regulation.

CO-REGULATION

Co-regulation refers to situations where individuals support each other. This is usually a more-experienced 'other', such as a teacher, a tutor or a mentor. This individual supports the learner in their development and enables them to progress through direct interactions, guidance, and goal-setting/problem-setting. The relationship in co-regulation is modelled in Vygotsky's (1978) 'Zone of Proximal Development' (ZPD), where a more-experienced other supports the novice in becoming more expert over a series of activities over time. Also by Mercer's (1996) 'Intermental Development Zone' (IDZ), which posits that the expert moves towards the learner in understanding, as the learner moves towards the expert. Both of these interactions require dialogue and interplay between the individuals, but the hallmark of this interaction is the different knowledge levels between the expert and the learner.

The process of co-regulation fundamentally underpins elements of the EAT Framework, especially the 'Assessment Feedback' dimension, and sub-dimension AL3, each of which focus on interactions between the learner and others who can support their learning.

Co-regulation also refers to social sources that influence an individual's development (Schoor *et al.,* 2015). Co-regulation ca also be considered to be a transitional process in the learner's appropriation of self-regulation strategies (see Panadero *et al.*, 2017), and/or as a step towards group/shared regulation.

SHARED REGULATION

Shared Regulation is the process of 'learning together', where peer or near-peers of similar levels of understanding and experience, co-negotiate an understanding of a subject, skill, or problem. This approach also aligns with Mercer's IDZ, but in this instance the two learners or novices move together equally in their understanding. In Shared Regulation, the learners learn to regulate their learning as a team, and explore the ideal approaches to learning collabratvely.

Interaction and dialogue are fundamental to Shared Regulation. Gillies (2014) describes three modes of discursive interactions between learners, which support learning: ***Dialogic' talk*** (where learners explore an idea and use their experiences to support that discussion); ***Accountable talk*** (where learners engage in well-reasoned and logical discourse, investigating an idea, and presenting – and justifying - their opinions); and ***Exploratory talk*** (where learners engage critically and constructively with the ideas of others, challenging others' ideas and opinions, and learning how to reason and justify their assertions and opinions).

Sub-dimensions AF3 and AF4 align very strongly with the concept of shared regulation. AF3 focuses on peer feedback and peer assessment, which enhances shared regulation. The impact of shared regulation on self-evaluation is highlighted in sub-dimension AF4.

Considering the potential impact of self, co- and shared-regulation on assessment, can have substantial impacts on assessment design, especially regarding group-based assessment.

- Self-regulation involving regulation of oneself toward own goals for the group task

- Co-regulation support of and by others with regard to own and shared goals for the group task

- Shared regulation – socially shared regulation of the group task. Interactions are mutual.

Peer engagement activates self-regulation, co-regulation and shared regulation possibilities. In self-regulating individuals how they seek and make use of feedback is important. In co-regulation, support may be gained from more knowledgeable others, and in genuine shared regulation opportunities, learners develop the skillsets to regulate as a team with shared goals so that they 'pivot together'.

It is, therefore, possible for an individual to work within a group in a self-regulated rather than in a shared regulated way if s/he is working towards one's own goals and not shared team goals.

References

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Thousand Oaks, California: Sage Publications Ltd. https://doi.org/10.4135/9781446249215.n21

Gillies, R.M. (2014) The teacher's role in promoting dialogic talk in the collaborative classroom. *In* S.M. Rutherford (Ed.) Collaborative Learning: Theory, strategies and educational benefits. New York. Nova Science Publishers.

Hadwin, A. F., Järvelä, S., & Miller, M. (2011). Self-regulated, co-regulated, and socially shared regulation of learning," in B. J. Zimmerman and D. H. Schunk (eds.)*, Handbook of self-regulation of learning and performance*, (pp. 65–84) New York, NY: Routledge.

Hadwin, A. F., & Winne, P. H. (2012). Promoting learning skills in undergraduate students. In J. R. Kirby & M. J. Lawson (Eds.), *Enhancing the quality of learning: Dispositions, instruction, and learning processes* (pp. 201–227), Cambridge: Cambridge University Press.

Mercer, N. (1996). *Words and minds: How we use language to think together.* London: Routledge.

Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: four meta-analyses. *Educational Research Review*, 22, 74-98. https://doi.org/10.1016/j.edurev.2017.08.004

Rutherford, S. M. (2019). *'Flying the nest': An analysis of the development of self-regulated learning during the transition to Higher Education.* University of Reading. Ed.D Thesis.

Schoor, C., Narciss, S., & Körndle, H. (2015). Regulation during cooperative and collaborative learning: A theory-based review of terms and concepts. *Educational Psychologist, 50*(2), 97–119. https://doi.org/10.1080/00461520.2015.1038540

Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.