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What is the impact of embedding goal setting within seminars on self-regulated learning?: A sub-project of the School of Education ‘Skills for Active Learning Project’

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This paper draws on data collected via a PGCTHE action research project conducted in October 2021 in ED20420: Equality and Diversity in Education (a second year optional module) to consider the impact of embedding goal setting within seminars. It argues that embedding goal-setting in seminars encourages self-regulated learning. Self-regulated learning is taken here to mean “individuals assuming personal responsibility and control for their own acquisition of knowledge and skill” (Zimmerman 1990:3). Engagement, ownership of learning, and “initiative, intrinsic motivation, and personal responsibility” are key to self-regulated learning (Zimmerman 1990: 14). The paper further argues that whilst embedding goal-setting within seminars encourages self-regulated learning, it is likely to be more successful when the goals are closely aligned with learning outcomes and assessment for modules, when the goals are more concrete, and arguably, when students are encouraged to write the goals down both on paper and in online journals.

