

Self-Regulated Learning & Private Speech Generative Strategy

Reading: Woolfolk's *Educational Psychology*, 11th Edition

Pages 44-48: This reading begins with "Cultural Tools & Cognitive Development" and ends with "Limitations of Vygotsky's Theory" on page 48

Pages 357-369: This section begins with "Self-regulated Learning" and ends just above the heading called "Diversity & Convergences in Theories of Learning."

Instructions

Before writing this generative strategy, you should reread the handout called "Generative Strategy Assignment" (from "syllabus" in BB). Pay particular attention to the "Suggestions for Maximizing the Educational Benefit," such as (a) highlighting in yellow the answer or two that you are "least confident" with and (b) leaving extra space and/or wider margins so that you can make changes and revise/edit your answers during class.

This generative strategy should have a heading of "summary" and a heading of "reaction."

Summary:

In your own words, answer **each** of the following (Could original examples from your own life help you summarize?). Use sub-headings under your heading of "Summary" so that you can easily make sure that you address each of the following:

- What is Private Speech according to Vygotsky?
- How did Piaget view Private Speech differently from Vygotsky?
- What are the stages of regulation according to Vygotsky? how do the stages involve language?
- What is the "Zone of Proximal Development"?
- What are some "problems" with Vygotsky's view?
- What are some reasons that self-regulated learning is necessary?
- What are some factors that influence self-regulation?
- What are the parts of the cycle for self-regulated learning?
- What are the steps to cognitive behavior modification (Self-Instruction)?
- What are some connections between emotions and self-regulated learning?
- What advice does the book offer to help you teach students to be self-regulated learners?

Reaction:

You can react in any way that you want to react that **will meet the criteria listed in the generative strategy assignment guidelines**. A good reaction will go *beyond* just telling a "story" from your experiences, though a story might help you "set up" a good reaction. If you are stuck for a good reaction, consider addressing at least one of the following questions. (Certainly, you would **not** want to try to address all of the following, as that would cause you to end up being way too general.)

- How did this reading help you think differently about your "mental model" of the classroom?
- In what way(s) is the content of the reading usable (or not usable) in your opinion?
- How did the reading help you see yourself differently as a teacher or learner?