

Pre-teach

In this session, you will draw upon some of the strategies that you explored in module two, so complete the short quiz below before moving onto the key vocabulary that you will learn about in this session. This quiz will support retrieval and help you build on your prior knowledge.



Over to you!

Complete this [short knowledge check here](#). Once you've submitted your answers, you can view instant feedback by clicking on 'View Feedback' underneath each of your responses.

Remember, you aren't formally graded for your submissions, the knowledge checks are here for you to understand what you have learned within this session.

Key terminology

In the guidance report, you will come across the following key concepts and terminology, so we have provided a brief explanation of what they mean to support your understanding.

Self-regulation

This describes the extent to which learners are aware of their strengths and weaknesses and the strategies they can use to engage in and improve their learning (EEF, 2018).

Self-regulated learner(s)

Self-regulated learners are aware of their strengths and weaknesses and the strategies they use - they set goals and motivate themselves. They plan, monitor and evaluate their learning and are self-reflective and motivated to improve (EEF, 2018).

Self-regulated learning

Applying the three components that are needed to help pupils to become successful learners – cognition, metacognition and motivation (EEF, 2018).

Metacognitive knowledge

This refers to what we know about ourselves as learners when we approach tasks. Metacognitive knowledge can be broken down into three key areas, referred to as 'knowledge of self', 'knowledge of strategies' and 'knowledge of task' (EEF, 2018).

Metacognitive regulation

This describes how we apply the knowledge that we have and how we adapt it to progress during learning – learners continually apply and develop their metacognitive and cognitive skills through a cycle of planning, monitoring and evaluating (EEF, 2018).

Cognitive strategies

Cognitive strategies are the skills and techniques that learners apply. They will look different in different subjects and tasks. Successful and effective learners build a repertoire of strategies to use and apply (EEF, 2018).

Metacognitive strategies

This refers to the strategies that we use to monitor, check and understand how successful our learning is. Effective and successful learners will monitor and check the appropriateness and effectiveness of the cognitive strategies that they have selected; they will adapt their approach if needed (EEF, 2018).

Seven step model

This is a model that supports teachers to consider and explicitly teach metacognitive strategies that can be applied to help pupils develop metacognition and become self-regulated learners. It can be used in different subjects and across all phases (EEF, 2018).



Over to you!

Complete a [short matching activity here](#) to check your understanding of each term.