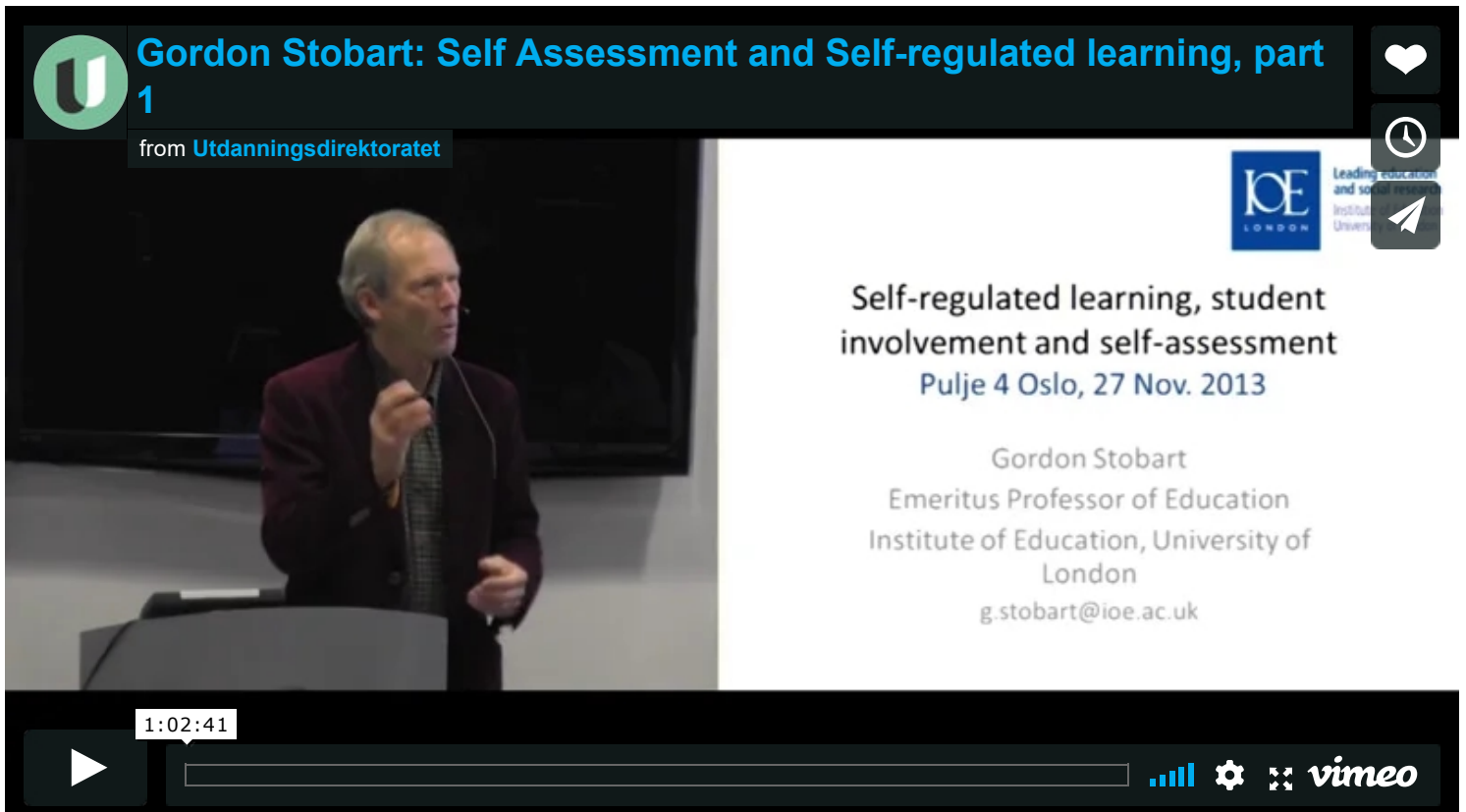


## Selvregulering v/Gordon Stobart

Hvordan kan lærere hjelpe elever til å bli mer bevisste på sin egen læringsprosess? Gordon Stobart går gjennom noen overordnede prinsipper og har konkrete forslag til praksis i klasserommet.

FILM | SIST ENDRET: 25.02.2016

### Del 1




**Gordon Stobart: Self Assessment and Self-regulated learning, part 1**  
from Utdanningsdirektoratet

**IOE LONDON** Leading education and social research  
Institute of Education, University of London

**Self-regulated learning, student involvement and self-assessment**  
Pulje 4 Oslo, 27 Nov. 2013

Gordon Stobart  
Emeritus Professor of Education  
Institute of Education, University of London  
g.stobart@ioe.ac.uk

1:02:41

▶ 

## Del 2

**Gordon Stobart - part 2**  
from Utdanningsdirektoratet

### How can we encourage self-regulated learning?

1. Create favourable learning environments: 'safe to take risks', high expectations, 'personal bests'
2. Make the learning meaningful: relevance, 'tuning in'
3. Help learners be clear about goals of learning – 'know where they're going' – making sense
4. Show learners they can manage the learning – 'sweet spot'; zone of proximal development (zpd), don't 'over-help'
5. Encourage positive motivation and emotions - learning under control (effort and strategies), source of pleasure and pride
6. Help learners cope with negative emotions – coping strategies, reduce performance anxiety or boredom, modelling, reduce arousal  
(source: Boekaerts)

1:00:17

vimeo

Gordon Stobart er Emeritus Professor of Education ved University of London.

Dette foredraget holdt han i forbindelse med den nasjonale satsingen Vurdering for læring 27.11.2013.

[Presentasjonen fra foredraget finner du her.](http://www.udir.no/laring-og-trivsel/vurdering/filmer/Foredrag/praksis-i-skolen/videoforedrag-gordon-stobart-self-assessment-and-self-regulated-learning/)