Exploring the factors influencing teaching staff facilitation of student self-regulated learning

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Self-regulated learning (SRL) means that students independently plan, monitor, and assess their academic learning. However, few students naturally do this well, even at the university level. Academic institutions often expect teaching staff to equip students with the knowledge and skills necessary for both employment and lifelong learning. However, little is known about the challenges faced by teaching staff in their current teaching and learning environment to accommodate SRL facilitation. Despite positive beliefs regarding the benefits of formally incorporating SRL into the academic programs, elements such as workload and lack of institutional support can impede teaching staff effort to fully implement SRL and realise its potential impact on student learning. This paper reports on a study in which factors were gathered from the literature and synthesised to develop a model that characterise the interrelationship between factors impacting SRL facilitation by teaching staff. The model was refined based on a survey of ICT and engineering academics from 34 Australian universities. 139 teaching staff answered an online questionnaire exploring factors that affect SRL facilitation in students. Data gathered was analysed using a structural equation model based partial least square (SEM-PLS) technique. The result of the study revealed that workload, recognition, teaching staff beliefs, curriculum design and demands, policies and student diversity have a significant impact on teaching staff facilitation of student SRL. Moreover, results indicate that staff value content over SRL skills and see their role primarily in teaching discipline content. Results further indicated that teaching staff would benefit from support to overcome anxiety about their ability to teach SRL skills and to make the necessary changes to their teaching approaches. The value of formally integrating SRL into the curriculum and its potential impact on changing the beliefs and practices of teaching staff is discussed. Based on this research, short-term projects for SRL implementation and celebrating the achievement of small steps will contribute towards SRL project goals are recommended. To this end, this study provides a lens through which to reflect and evaluate the current practices in cultivating SRL in university teaching and learning environments.