

A man with glasses sits at a desk, looking stressed with his hands on his head. He is surrounded by a chaotic explosion of digital icons, including hearts, thumbs up, and various emojis, representing social media notifications. On the desk are a laptop, a desk lamp, a cup of pencils, and stacks of books. The background shows a window with blinds.

Fostering Self-Regulation

Dual Enrollment and Young Adults
For Workforce Training

NC
**COMMUNITY
COLLEGES**
CREATING SUCCESS



Dr. Lane Freeman
Director of Online Learning
NC Community College System



The Pillars of Self-Regulation

- Self-regulation enables monitoring and guiding actions to achieve personal goals.
- Involves setting goals, planning, tracking progress, and adapting behavior.
- Essential for education, boosts time management, focus, and resilience.
- Crucial in online learning for student self-management and autonomy.
- Tied to motivation, metacognition, and self-efficacy for active learning.

Overview of Self-Regulation

- Dual enrollment challenges in deadline management
- Self-regulation's role in success and career readiness
- Co-regulation as a developmental tool
- Faculty's pivotal role in teaching self-regulation
- Preparing young adults for a disciplined workforce

Introduction to Self-Regulation - Part 1

- Educators note students 14-24 struggle with academic deadlines.
- Stringent late submission policies prioritize timelines over content mastery.
- Timely submissions reflect self-regulation more than subject mastery.
- Separating subject mastery from self-regulation is vital for workforce prep.
- Educators recognize self-regulation's role in time management and setting priorities.



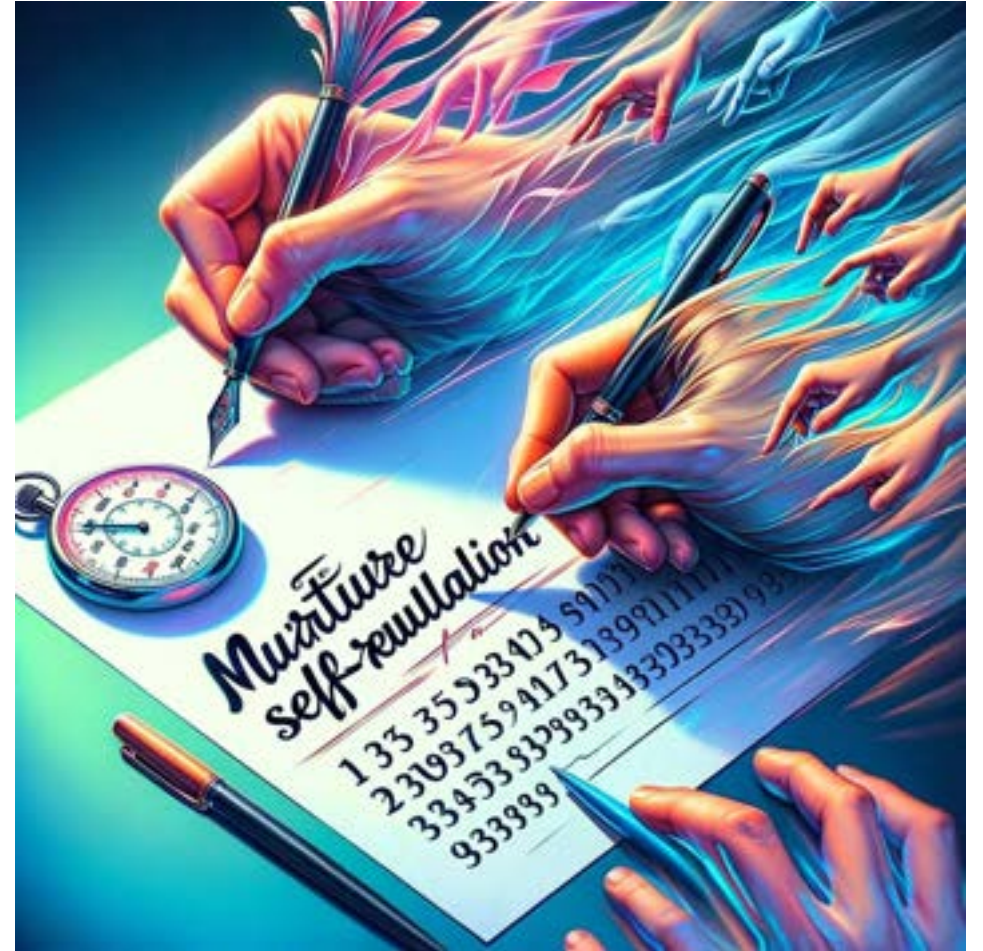
Introduction to Self-Regulation - Part 2

- Self-regulation matures into adulthood, not inherent at college start.
- Patience with toddlers' language learning inspires teaching self-regulation.
- Faculty should scaffold time management and prioritization skill development.
- Approach equips students for workforce beyond academic tests.
- Focus instills task management and priority setting for the future.



The Multitasking Mirage

- Pen and Paper Needed
- Draw two horizontal lines on the paper
- Task Instructions
 - After the time starts:
 - Above the first line, participants will write the phrase "Nurture Self-Regulation."
 - Below the second line, participants will sequentially number from 1 to 22.





Fostering Self Regulation

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Understanding Dual Enrollment Students

- Varied academic backgrounds and experiences
- Balancing high school and college expectations
- Stress and time management issues
- Need for structured support systems
- The gap between academic and career skills





Developmental and Personal Influences on Self-Regulation

- Prefrontal cortex maturity impacts self-regulation abilities.
- Developing executive functions cause young adults to struggle with self-regulation.
- Planning can be hindered by ongoing brain development.
- Traits like temperament and ADHD significantly influence self-regulation.
- Digital distractions challenge self-regulation in online learning.

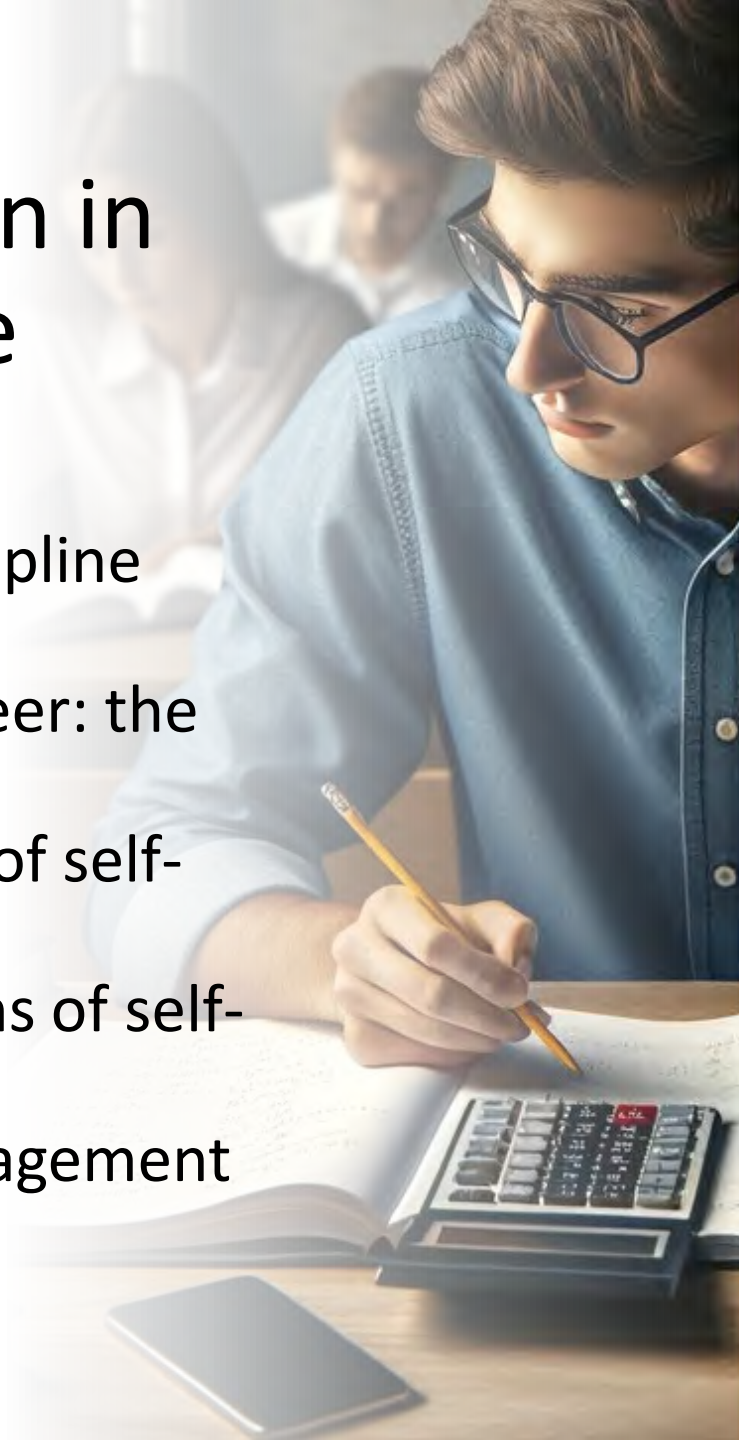
Environmental Influence on Self-Regulation

- Home, school, social settings shape self-regulation development.
- Family dynamics, societal pressures, resource access affect self-regulation.
- Digital age amplifies environmental impacts on self-regulation.
- Digital multitasking impairs focus, complicating self-regulation.
- First-generation students face unique self-regulation challenges.



Self-Regulation in the Workforce

- Aligning academic discipline with career demands
- From classroom to career: the transition of skills
- The real-world impact of self-discipline
- Employers' expectations of self-regulation
- The value of time management in professional settings



The Co-Regulation Concept

- Definition and significance of co-regulation
- Faculty-student collaboration in skill development
- Modeling behavior and setting expectations
- Gradual release of responsibility
- Co-regulation as a scaffold to autonomy



Academic Success and Self-Regulation

- Students may lack co-regulation experiences needed for self-regulation.
- Co-regulation requires faculty guidance, modeling, feedback, and support.
- Faculty fill co-regulation gaps missing from prior education.
- Strong faculty-student relationships are crucial for self-regulation development.
- Faculty-student connections increase support, motivation, and engagement.



Motivation and Self-Regulation

- Understanding intrinsic vs. extrinsic motivation
- The power of goal setting and personal relevance
- Encouraging persistence and resilience
- The impact of positive reinforcement
- Aligning student goals with academic objectives



Faculty's Supportive Role

- Mentorship beyond the curriculum
- Individualized support strategies
- Feedback and reflective practices
- Encouraging independence in learning
- Nurturing a culture of responsibility





Mindset and Self-Regulation

- Fixed mindset vs. growth mindset
- Impact of mindset on learning and adaptation
- Strategies for fostering a growth mindset
- Overcoming fear of failure and embracing challenges
- Role of feedback in shaping student mindsets

Reframing to the Growth Mindset

Situation	Growth Mindset Response	Fixed Mindset Response
Struggling to understand a concept	"I will keep trying different strategies until I master this concept."	"I'm not good at understanding concepts like this."
Receiving critical feedback	"This feedback will help me improve my skills."	"This means I don't have the natural ability."
Facing an obstacle	"I will look for ways to overcome this obstacle through effort and help from others."	"I want to give up because this obstacle means I can't succeed."
Seeing others succeed	"Their success inspires me to keep developing my abilities."	"They must be naturally smarter or more talented than me."
Setback on an assignment	"I will learn from this experience so I can improve next time."	"I failed because I'm not good at this."

A male teacher with a beard and grey hair, wearing a light blue button-down shirt, stands in the center of a classroom. He is smiling and holding a smartwatch, showing it to a student. Several students are seated at wooden desks, some looking at their own smartwatches. In the background, a poster titled 'SMART GOALS' is visible, featuring a grid with categories like SPECIFIC, MEASURABLE, ACHIEVABLE, and TIME, with various numbers and percentages. The classroom has large windows on the right and a bookshelf in the background.

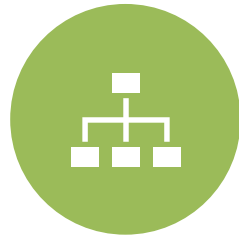
Implementing Co-regulation In The Classroom

Classroom Strategies

Implementing Co-Regulation in the Classroom



STRUCTURED
GUIDANCE AND
CLEAR EXPECTATIONS



ROLE-MODELING
SELF-REGULATORY
BEHAVIORS



CONTINUOUS
FEEDBACK AND OPEN
COMMUNICATION



DIFFERENTIATING
SUPPORT BASED ON
STUDENT NEEDS



BUILDING TRUST
AND RAPPORT WITH
STUDENTS

Goal Setting and Planning

- Teaching SMART goal setting
- Integrating planning skills into coursework
- Encouraging personal and academic goal alignment
- Monitoring progress and adjusting plans
- Celebrating milestones and successes



Time Management Techniques

- Prioritization and task breakdown
- Avoiding procrastination and managing distractions
- Utilizing calendars and scheduling tools
- Balancing academic, personal, and work commitments
- Time management as a lifelong skill



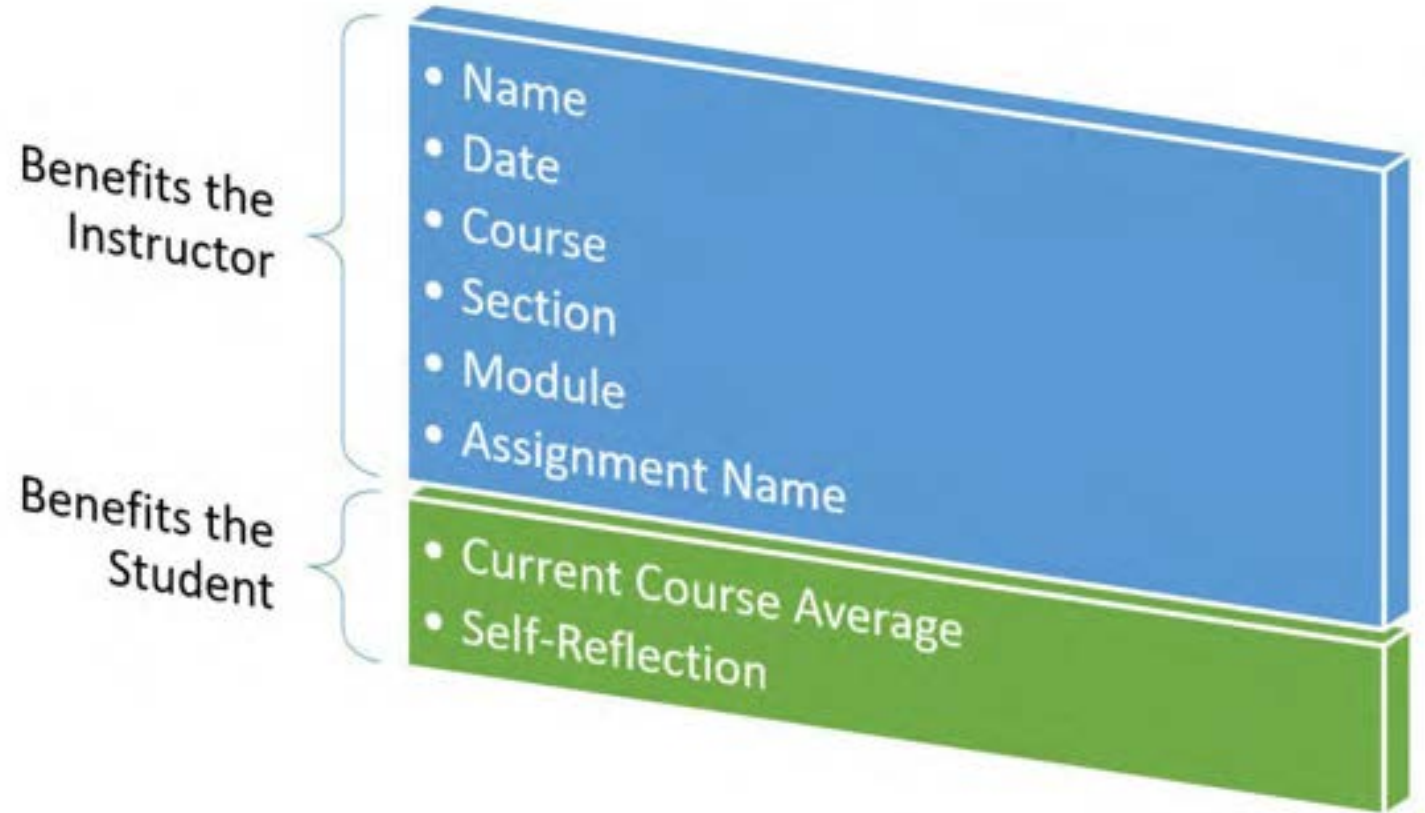
Self-Monitoring and Reflective Practices

- Journals and learning logs for self-assessment
- Encouraging student-led conferences
- Reflective questioning and critical thinking
- Peer assessments and collaborative reflection
- Integrating reflection into the grading process



Late-Work Application

- Faculty struggle with accepting late work due to increased workload and grading challenges.
- Late submissions disrupt grading efficiency and equitable scoring of student work.
- The responsibility for managing late work can be shifted to students as an intervention to foster self-regulation.
- The Late-Work Application (LWA) strategy makes students accountable for late submissions.
- LWA requires students to reflect on the causes of lateness and strategize prevention.
- Instructors may reject LWA submissions if students' self-reflection efforts are insubstantial.



Addressing Challenges in Self-Regulation Development

01

Acknowledge some students' resistance to seemingly demanding self-regulation strategies.

02

Allocate faculty time and effort for new strategy development and rollout.

03

Customize approaches to cater to diverse student backgrounds and needs.

04

Maintain flexibility in requiring co-regulation participation from all students.

05

Assess strategies' impact on workforce readiness as a metric of success

The Path Forward

Reaffirming the value of self-regulation skills

Commitment to co-regulation as a teaching strategy

Preparing students for the workforce and beyond

Encouraging ongoing professional development

Collective responsibility for student success

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Access The Manuscript Here



Leveraging AI in Education
Self-Regulation Strategies
Best Practices in Pedagogy
High Engagement Strategies

freemanl@nccommunitycolleges.edu

*“Preparing Dual Enrollment Students and
Young Adults for the Workforce by
Fostering Self-Regulation in the
Classroom: Strategies and Applications “*