

## **Strategic and self-regulated learning for the 21<sup>st</sup> Century: The merging of skill, will and self-regulation**

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Traditional definitions of post-secondary educational readiness for transitioning into and thriving in colleges, universities and workforce training are being challenged by the learning expectations and performance demands of the 21<sup>st</sup> Century. Prior knowledge, skills and achievement, while critical for success, no longer seem sufficient for modern learning and performance tasks, particularly in the context of life-long learning and ever changing and evolving workforce roles. Newer models of strategic and self-regulated learning also emphasize the importance of interactions among students' cognitive, metacognitive, motivational and emotional factors. Helping students at all levels to become more strategic, self-regulated learners enables them to play a more active role in their own learning and to more fully benefit from different forms of instruction.

In my presentation I will discuss an example of these interactive models, the Model of Strategic Learning. In addition, I will discuss the implications of this work for the assessment of strategic and self-regulated learning, developing more efficient and effective content instruction, providing academic support to at-risk or struggling students, and professional development for post-secondary instructors. Empirical findings related to these topics will also be discussed.