Applying Self-Regulated Learning Strategies to Support Medical Students

Self-regulated learning is a process that includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning. Self-regulated learners are those individuals who have knowledge of effective learning strategies and how and when to use them. The process is particularly important in novel or challenging situations where individuals must draw on past knowledge and experiences to deal effectively with new events. Over the last two decades, self-regulated learning has become one of the major areas of research in educational psychology and the findings have identified interventions that are beneficial in specific circumstances and with particular populations. This workshop focuses on instructional strategies and practices that can be applied to support medical students in becoming self-regulated learners.

Wednesday, February 21, 2018
5:30 –6:00 pm: Dinner
6:00 pm – 8:00 pm: Workshop
Medical Sciences Building (MSB), UVic, Room 150

Register Now!

Following this workshop participants will be able to:

- Identify the main concepts and processes underlying self-regulated learning
- Reflect on the relevance of self-regulated learning for medical students
- Apply instructional practices that support self-regulated learning in the context of medical education

Lucinda Brown is an adjunct assistant professor and researcher at the University of Victoria. She began her career at Canadian Mental Health Association while studying psychology at the University of Calgary. After completing her B.A. and B.Ed., she became a tenured teacher with the Rocky View School Division in Alberta where she taught until entering the M.A. program at the University of Victoria. In 1998, Lucinda became a sessional instructor for the department of Educational Psychology and Leadership Studies. She continued her work as an instructor while completing her Ph.D. research. During this time, Lucinda was the recipient of two Teaching Excellence awards. Her teaching areas include: Promoting Prosocial Behaviour: Strategies and Management, Child and Adolescent Development, Adaptation of the Classroom Environment, Psychology of Learning, and Research Methods. In addition, Lucinda has been a student-teacher supervisor, educational consultant, author, and guest speaker for numerous professional development workshops and conferences.

Workshop coordinated by Dr. Sarah Buydens, Regional Faculty Development Director, Vancouver Island