



Learning Goals and Strategies in the Self-regulation of Learning

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In order to self-regulate their learning, students need to use different strategies to plan, monitor and evaluate their learning process (metacognitive strategies), as well as to control their motivation and emotion (volitional strategies). Students' effectiveness in the process of self regulated learning also varies depending on the academic environment and students' personal goal orientation. In this study we analyze the interaction between these cognitive, volitional and motivational variables in late adolescence. In order to do this, we propose a model by means of Structural Equation Modeling (SEM). The investigation was developed with 268 fourth grade Secondary School students, from public and private schools, in a northwestern city in Spain. Analysis of the proposed model showed the following results: the perception of a classroom learning goal structure is positively related to personal learning goal orientation, and the latter relates significantly to the use of metacognitive strategies. Volitional strategies have a significant mediating effect between learning goal orientation and meta-cognitive strategies. Results are discussed in detail in the document.