Self-regulation and learning strategies in studies –A digital offer for and delivered by psychology students

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Introduction: Studying requires advanced self-regulation and learning strategies, yet many students begin their studies without sufficient knowledge or implementation of these techniques. This two-year-long project addresses this gap by developing a digital training program designed and delivered by BSc Psychology students. The program integrates synchronous (video conferencing) and asynchronous (forums, tasks, diaries) elements to enhance students'self-regulation skills and learning strategies.

Methods: The program is structured around five key principles: (1) providing knowledge about effective strategies, (2) strengthening students'belief in their effectiveness through experiential learning, (3) fostering commitment by engaging with peers, (4) formulating concrete if-then implementation plans, and (5) evaluating success to guide further development. These elements are embedded in a structured training curriculum that ensures sustainability by incorporating the program into a recurring exercise within the psychology curriculum. To implement the program, workshops are conducted with psychology students who develop and refine digital learning materials. A pilot study is conducted with a small cohort to evaluate the feasibility and effectiveness of the program. The full implementation follows, reaching larger student groups across various universities, with iterative improvements based on feedback and evaluation data.

Results: Evaluations include self-efficacy assessments, performance tracking on application-related exam questions, and longitudinal surveys to assess the application of skills in academic and professional settings. The program is expected to reduce students'uncertainty in applying learning psychology principles, increase their self-regulation competencies, and enhance academic success.

Discussion: By bridging the gap between theoretical knowledge and applied learning, this project empowers students to take an active role in their educational development while simultaneously preparing psychology students for future roles as educators and facilitators of psychological interventions. The digital nature of the program ensures broad accessibility and long-term sustainability.

Is the first author also the speaker?

Yes

If first author is not the speaker, please indicate speaker's name here:

Please indicate up to five keywords regarding the content of your contribution

motivation, self-regulation, learning goals, learning strategies

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