

# Contextual attributes fostering self-regulated learning in a teacher-centered culture

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Propositions  
Accompanying the dissertation

**Contextual attributes fostering self-regulated learning  
in a teacher-centered culture:  
learners' professional identity formation is a trigger.**

Yasushi Matsuyama

Monday, 5 October 2020 at 10:00 hours

1. The learning context can both facilitate and inhibit self-regulated learning. (Brydges, et al. 2012; Berkhout, et al. 2015; van Houten-Schat, et al. 2018)
2. Group-oriented identities that tend to be fostered in teacher-centered learning cultures, and learning contexts that motivate people not to be left out of the group, inhibit self-regulated learning skills. (This dissertation)
3. Self-specific identities, which tend to be fostered in student-centered learning cultures, and learning contexts that allow for self-reflection based on individual identity formation promote self-regulated learning skills. (This dissertation)
4. Professional identity formation, defined as the formation of a representation of self, achieved in stages over time during which the characteristics, values, and norms of the medical profession are internalized, results in an individual thinking, acting, and feeling like a physician. (Cruess, et al. 2014)
5. Identity is flexibly attuned to immediate situations rather than fixed in memory. Also, frequently and fluently cued identities form into stable ones. (Oyserman, et al. 2017)
6. Professional identity formation strengthens the learner's observation of role models and works as an intrinsic motivator for self-regulated learning. (This dissertation)
7. Professional identity formation broadens the learner's reception of self-regulated learning strategies demonstrated by role models in the clinical context. (This dissertation)
8. Professional identity formation facilitates metacognitive strategies via the provision of a reflective contrast between future and present self-images. (This dissertation)
9. Professional identity formation-based self-regulated learning theory integrates three features (6-8) above and emphasizes the idea that that professional identity formation can trigger self-regulated learning. (This dissertation)
10. Educational interventions rooted in professional identity formation-based self-regulated learning theory can be applied in educational settings that are sufficient to foster professional identity formation. (This dissertation)
11. People are more likely to interpret difficult experiences by implying task importance when an accessible identity feels congruent with the task. (Oyserman, et al. 2017)