

Fostering self-regulated learning

Citation for published version (APA):

Hui, L. (2021). *Fostering self-regulated learning: the role of perceived mental effort*. [Doctoral Thesis, Maastricht University]. Ipskamp. <https://doi.org/10.26481/dis.20211206lh>

Document status and date:

Published: 01/01/2021

DOI:

[10.26481/dis.20211206lh](https://doi.org/10.26481/dis.20211206lh)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.

Propositions

Fostering Self-Regulated Learning: the Role of Perceived Mental Effort

1. Presenting students with concrete events, as experienced by real characters using effort-demanding learning strategies, increases their awareness of desirable difficulties. (This dissertation)
2. Individual performance feedback increases the uptake of an effort-demanding learning strategy, provided that students benefited from that strategy. (This dissertation)
3. Perceived mental effort dominates students' learning-strategy decisions. (This dissertation)
4. A state of seemingly effortless flow is a consequence of putting in effort. (This dissertation)
5. Educational practitioners can apply easy-to-use interventions such as narratives and performance feedback to optimize learning strategy use.
6. Self-regulation is most effective when learning tasks are in “the zone of proximal development”. (Inspired by Vygotsky)
7. The core of self-regulated learning is the regulation of effort.
8. 授人以鱼不如授人以渔 (Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime). (Chinese philosopher: Laozi)
9. You are what you fight for.