

# Fostering self-regulated learning

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## 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.