By Althea Need Kaminske cover image by StockSnap by Pixabay Self-regulated learning describes a cyclical process of forethought, performance, and self-reflection that enables a learner to regulate, and thereby improve, their learning (1). Previously, I’ve reviewed research on the relationship between self-regulated learning and personality, Carolina provided a digest on fostering self-regulated learning in students, and she covered research on students’ self-regulated use of retrieval practice. Self-regulated learning is particularly important in contexts like medical school where learners have to efficiently and independently learn large amounts of information. A recent study with medical students examined the effects of teaching about self-regulated learning and maintaining a learning diary on students’ self-regulated learning and course performance (2). Researchers invited academically-struggling students to participate in a supplemental self-regulated learning course that took place over 5 weeks. The course was timed to align with a block of coursework on the nervous system that was challenging for students. Students completed online modules each week related to self-regulated learning, with short quizzes at the end of each session to assure that students engaged with the material. Students also completed a structure learning diary each week which came in two parts. The first part of the learning diary asked students about their study goals, estimation of study time, goal orientation, and self-efficacy for the nervous system content they would be studying that week. The second part of the learning diary asked them about their time spent studying, cognitive strategies, concentration, self-monitoring, self-evaluation, and reflection after studying for the past week. Participants responded to the Motivated Strategies for Learning Questionnaire (MSLQ) to measure their self-regulated learning before the course in a pre-test, after the course in a post-test, and in a follow up test the next semester. The MSLQ examines self-regulated learning through 15 subscales. These scales include: internal goal orientation, external goal orientation, task value, learning belief control, self-efficacy, exam stress, rehearsal, elaboration, organization, critical thinking, metacognitive regulation, time and environment management, effort regulation, peer learning, and help seeking. (Self-regulated learning has a lot of components!) Test scores in their nervous system block and GPA in the following semester were used as measures of academic performance. Yes, students who took self-regulated learning course significantly improved their overall self-regulated learning from pre- to post-test, indicating that that the supplemental course did improve their overall self-regulated learning. Specifically, rehearsal, organization, critical thinking, metacognitive regulation, and time and environment management significantly improved. Students’ self-regulated learning also improved from post-test to the follow up test, but the overall improvement was not significant. The only significant change from post-test to follow up was a decrease in self-efficacy.