Self-regulated Learning strategies are defined as “**actions** taken by students to acquire information or skills, involving their own agency, purpose (goals), and self-perception as learners.”

We are looking at identifying the following strategies:

1. **Organizing and transforming** 
   * Definition: Organizing and transforming refers to the deliberate and strategic actions taken by students to rearrange, structure, or modify instructional materials and information to enhance learning and comprehension. This process involves active manipulation of content to facilitate easier understanding, retention, or application.
   * Example: “The feedback wasn't really very helpful for me towards improving my grade, other than working on referencing, it was pretty much just 'good', so I didn't do much different to the first assignment. One strategy I did use was organising the main concept information each week differently in my notes which did make it easier to see what I needed to cover when writing my assignment.”
   * **Keywords:** "Make an outline", "rearrange materials", "draw a diagram", "structure", “summarising”, “annotating”, and “taking notes”
2. **Goal setting and planning** 
   * Definition: Goal setting and planning involve the process of identifying specific educational objectives or targets (goals) and developing a structured approach for achieving these objectives. This process includes determining the steps necessary (planning) for sequencing, timing, and executing activities that directly contribute to the accomplishment of set goals. It often involves breaking down larger goals into smaller, manageable subgoals and establishing a timeline for completion.
   * Example: “To complete the progress report the team split the report into sections and assigned each member to specific sections.”
   * **Keywords:** "Start studying two weeks before", "plan for sequencing", "set goals", "schedule”, “dividing the task”
3. **Seeking information** 
   * Definition: Statements indicating student-initiated efforts to secure further task information from non-social sources when undertaking an assignment. Regarding this strategy, the students must look for the *new information* and it should not considered as looking at materials they already poses.
   * Example: “When choosing my second article, I decided I wanted it to focus on the negative impact’s technology can have on children in an early childhood environment rather than the positives like the first article. I wanted to be able to counteract that opinion to stimulate debate and provide evidence for both sides. One strategy I implemented was having a thorough understanding of each article. By doing this, I was able to detect similarities between the two, in addition to aspects that were different.”
   * **Keywords:** "Go to the library", "secure further task information", "research", "gather information", "seeking", "database"
4. **Keeping records and monitoring** 
   * **Definition:** Statements indicating intentional actions aimed at systematically documenting and tracking specific data, events, or outcomes for purposes of review, assessment, or future reference. These actions involve deliberate efforts to create, organize, and maintain records, alongside active observation and assessment of progress or changes over time.
   * Whenever the students mentioned that they are storing information, assignments, documents, or any content to track their progress or their assignment, that is keeping records. It must be about keeping track of either what they did or the conclusions they reached after the events. It is more related to the intent to track progress or changes over time.
   * Please note that only direct mentioning (or evidence) of keeping records and monitoring should be considered.
   * Example: “In the critical analysis, the strategies that were used were writing down the key points and then pinpointing the similarities and differences. I printed out both of the articles and was able to make notes and highlight the key findings. This made summarising the articles a lot more effective. The second article was chosen as it gave enough detail and information to make a good analysis and comparison on the first article.”
   * **Keywords:** “store information”, “highlighting”, “make a list”
5. **Environmental structuring** 
   * Definition: Actions taken by students on their own initiative to manipulate their physical or digital **learning Environment** in order to simplify the learning process. This involves students actively taking steps to select or arrange their learning environment, whether physical or online, to better support their concentration, facilitate smoother learning, and increase the efficiency with which they complete tasks. When the students mention using **applications** or **tools** to collaborate or share information (if they explain how and what tools and applications), that is considered environmental structuring.
   * Example: “We communicated regularly through messenger to update everyone and keep communications open. We held team meetings in place to ensuer we were on track and set internal dead lines.”
   * **Keywords:** "Isolate myself", "turned off the radio", "minimize distractions", "create a quiet environment", “use messenger”, “use online application for communication”
6. **Self-consequences** 
   * Definition: This strategy is centered on the deliberate application of rewards and punishments to influence motivation and behavior following the success or failure of achieving specific, pre-established goals. It operates within the frameworks of self-regulation or group-regulation, distinguishing itself by the use of personal or collective incentives to stimulate effort, boost motivation, and enhance performance outcomes. Unlike goal setting, which identifies what is to be achieved, or planning, which outlines how those achievements will be approached, self/group-consequences directly link the completion of these objectives to specific motivational outcomes. In an individual context, it entails a personal commitment to enact rewards or penalties based on one's own achievements or shortcomings. In a group setting, it relies on mutual agreements to implement rewards or consequences, thereby motivating all members towards unified success. Key to this strategy is the focus on the aftereffects of action or inaction, leveraging the anticipation of rewards or the avoidance of punishments as primary drivers for achieving set objectives. It underscores the importance of motivational dynamics in the attainment of goals, setting it apart from mere task allocation or work division strategies.
   * Example: “Our team agrees that if we successfully complete our project by the deadline and it meets all the criteria, we will celebrate by going out for a special dinner at a restaurant chosen by the team.”
   * **Keywords:** "Treat myself", "arrange rewards or punishment", "reward myself", "punish myself", "incentive"
7. **Rehearsing and memorizing** 
   * Definition: Statements indicating student-initiated efforts to memorize material by overt or covert practice
   * Example: “As we did not complete the progress presentation we used different measures to make sure that we were prepared for the final presentation. These include multiple practice sessions with the group as well as a more time to organise content and discuss with each other. With the final report we were a lot more organised and were able to assign work and tackle it by coming together on multiple occasions and separating to complete work.”
   * Keywords: "Writing the formula down until remember", "memorize material", "practice", "repeat", "memorize”.
8. **Seeking social assistance** 
   * Definition: Statements indicating proactive efforts by individuals to reach out and engage with peers, teachers, or other relevant parties for the purpose of obtaining guidance, support, or clarification on challenges or tasks at hand. This involves initiating communication to seek assistance with challenges or tasks. If the students mention that they use feedback or keen to acquire or gain feedback, it should be regarded as seeking social assistance.
   * Example: “I was very pleased with the feedback we received from the progress report, some improvement that we could make moving forward for the practice presentation would be providing more justification and clarification of the house of quality.”
   * **Keywords:** "Ask a friend for help", "solicit help from peers, teachers, and adults",
9. **Reviewing records** 
   * Definition: The deliberate direct act of going back over previously created, existent or acquired materials, such as notes, textbooks, tests, or any other learning resources, with the purpose of reinforcing, consolidating, or preparing for future learning tasks or assessments. It is characterized by the student-initiated effort to revisit and reengage with existing records of information to enhance understanding, recall, or application of knowledge. Reviewing is more than the initial creation, organization, or highlighting of materials; it requires a clear, student-initiated return to these materials for the purpose of reflection, consolidation, or application in new contexts. It is a reflective and reinforcing activity that supports the learning process by ensuring that previously covered material remains fresh and accessible for application in new contexts or for evaluation purposes. Reviewing records means revisiting previously studied material for reinforcement. When the students mention reading the materials or resources several times, many times, or a few times, all of them are mentioned as reviewing records.
   * Example: “The strategies I used when comparing the articles and in recognising their similarities and differences was a process. Firstly, by summarising the main key points that were important and then explaining the main message that was being communicated, for each article separately. For the second article, I made sure that it related in the early childhood education and care area. Secondly, to differentiate the similarities and differences between the two articles, I looked at the key points to help me in recognising both pieces. Then I read the rest of the articles, to add on to what I had already done. The reason as to why I chose the specific article was because I was drawn on how detailed, and comprehensive, the information was in the article. Making it very informative.”
   * **Keywords:** "Review my notes", "reread tests or textbooks", "go over", “read again”, "actively revisit", "deliberate reengagement".
10. **Other** 
    * if there's a strategy that does not belong to any of the predefined categories, that should go under other category. Mentioning “other”, however, does not necessarily imply that Other should be recognised as a strategy.
    * Example: “Final group report was based on so many aspects in terms of how to have a proper living on mars. In the report we were able to present as much as details as possible to make the living on mars happen. However, actual site or while bringing the theory to practice might be more of a struggle.”

 Here are some the instructions I want you to follow:

* It's important to note that a single sentence in a student's reflection may reflect multiple SRL strategies, indicating the complexity and interconnectedness of self-regulated learning processes.
* Please focus solely on direct evidence of each category.

Your main task is to read the message below and recognize the learning strategies used by this student. For each of the strategies (or a strategy) identified, I would like you to output:

* name of the strategy,
* the part of the text where you found this strategy,
* reasoning behind selecting the given strategy.