

## **Kolloquium „*Berner Gespräche zur Sportwissenschaft*“**

*Montag, 12.11.2018, von 16.15 Uhr bis 17.45 Uhr*

*Hörsaal C001 (Universität Bern, ZSSw Gebäude C, Bremgartenstr. 145, 3012 Bern)*

### **Self-regulated learning: How can we as researchers contribute to better talent development practice?**

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Self-regulation in the learning context refers to self-directed processes that enable individuals to transform their thoughts into performance skills. Simply, it means that individuals set and live up to their own standards related to future goal attainment, they possess strategies for meeting these standards, and they undertake the necessary action to make progress. Self-regulation processes have been proposed to help people learn more effectively as opposed to immediately produce high levels of expertise (Zimmerman, 2006). They seem to help athletes become aware of what is required at several performance levels, which then sets the standards for their practice efforts (e.g., Cleary & Zimmerman, 2001; Toering et al., 2009). Several talent development studies have indicated that self-regulation may be one of the factors facilitating the development of promising performers (e.g., Baker & Young, 2014; McCardle et al., 2017). However, does the research sufficiently contribute to the improvement of talent development practice?