Critical Perspectives for Advancing Research and Practice for Motivated and Self-Regulated Learning (SRL)

Chair: Nancy Perry
Presenters: Elina Määtä, * Gigi Hofer, Nikki Yee & Silvia Mazabel,

* Turku Complex Systems Institute, Vancouver, BC
Presentations examine ...

- teachers’ development and use of motivation and SRL-promoting practices in a variety of contexts;
- whether and how learners perceive these supports;
- whether and how they associate these supports with success in and beyond school.

Together they represent innovative attempts to ...

- Translate motivation and SRL research into practice;
- Reach more diverse groups and contexts.
SRL Perspectives

• What is self-regulation?
  
  • Ability to control thoughts and actions to meet goals and respond to environmental stimuli (Zimmerman, 2008)
  
  • Self-regulating learners are proactive in their efforts to learn ... aware of their strengths and limitations ... guided by personally set goals and task related strategies (Zimmerman, 2002)
  
  • They ...
    • Attend to key features of the environment
    • Resist distractions
    • Persist when tasks are difficult
    • Respond appropriately, adaptively, flexibly
  
  • Targets for self-regulation include: cognition, motivation, emotion, behavior
  
  • SRL supports learning in both independent and social situations
Fostering Self-Determination

Support for ...
- Autonomy
- Belonging
- Competence

How do we help children and youth to be “self-motivated”—to feel in control/able to take control of their life circumstances?

Motivation
- Agency
- Engagement
- Commitment

Threat to Well-Being
- Stress
- Boredom

Self-regulation both supports and results from self-determination
The Posters

• Määttä & Järvelä. *Self-regulated learning promoting practices from students’ perspectives.*

• Hofer & Perry. *Former students’ perspectives of the impact of their alternative education experiences.*

• Yee, Perry, & Restrepo. *Using self-regulated learning to support inclusion.*

• Mazabel, Dantzer, & Perry. *Musician’s perspectives on self-regulated learning in an after school music program.*
Session Structure

• Overview

• Introduction to the projects

• Viewing posters and interacting with presenters

• General discussion
Selected References


Selected References


