



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

Chair: Nancy Perry

Presenters: Elina Määttä,\* Gigi Hofer,  
Nikki Yee & Silvia Mazabel,

\* Turku Complex Systems Institute, Vancouver, BC

## **Presentations examine ...**

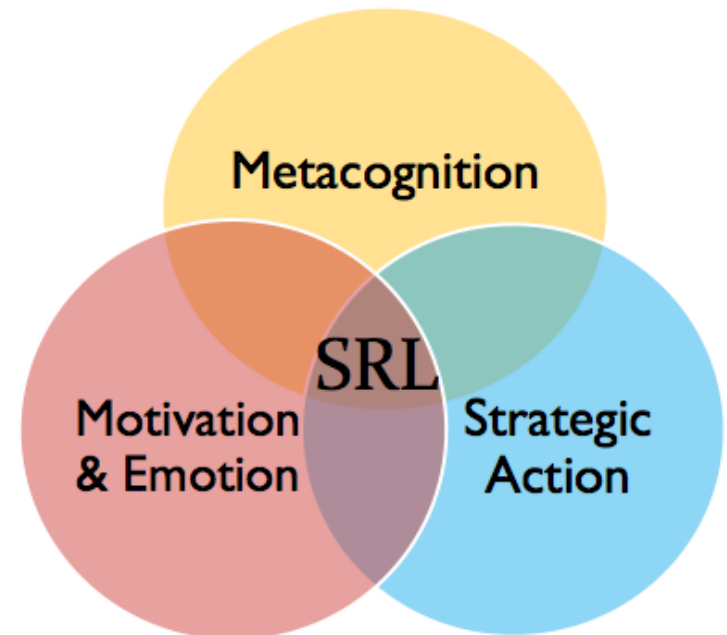
- teachers' development and use of motivation and SRL-promoting practices in a variety of contexts;
- whether and how learners perceive these supports;
- whether and how they associate these supports with success in and beyond school.

## **Together they represent innovative attempts to ...**

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

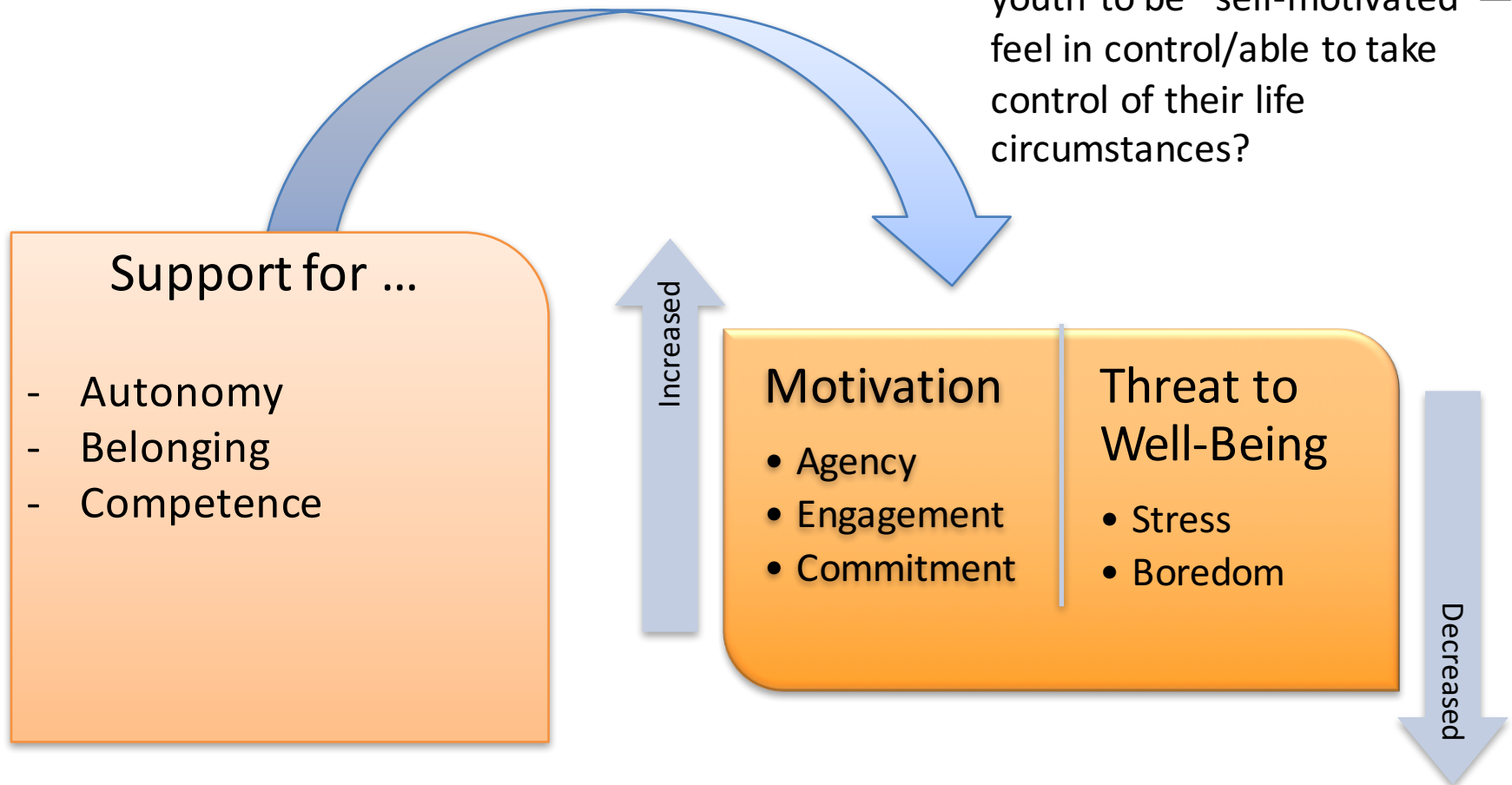
# SRL Perspectives

- 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

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



# 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

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