

# Self-Regulated Learning Promoting Practices from Students' Perspectives

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## Purpose

- This study aimed to investigate self-regulated learning from students' perspectives.
- We sought to understand what motivates young learners and whether there is anything teachers can do to better target their supportive efforts.

Research questions:

1. What kind of competence beliefs children have and how do they vary in different learning activities?
2. How children construct their competence beliefs in the classroom context?

## Methods

- Participants were 17 students aged 7 to 9 from a Finnish elementary school.
- Using a participatory approach, students were videotaped and photographed during every day classroom activities and then invited to discuss their learning experiences in stimulated recall interviews.
- The interview process began with a researcher viewing all the videos and photos together with a participant and letting the participant choose the one(s) he or she wanted to discuss.
- Participants were interviewed 2 times during a 7-week data collection period.
- Data consisted of 60 video clips (average duration 40s) and 124 photos.
- All 60 stimulated recall interviews (average duration 25mins) were based on the visual data provided by researchers (videos) or/and participants (photos).

## Analysis

I. Rating scale for children's competence beliefs (RQ1)

| a) Did you think you could succeed in the situation? | b) How sure were you? |                 |          |
|--|-----------------------|-----------------|----------|
|  | Very sure             | Little bit sure | Not sure |
| Yes  | 6                     | 5               | 4        |
| No   | 1                     | 2               | 3        |

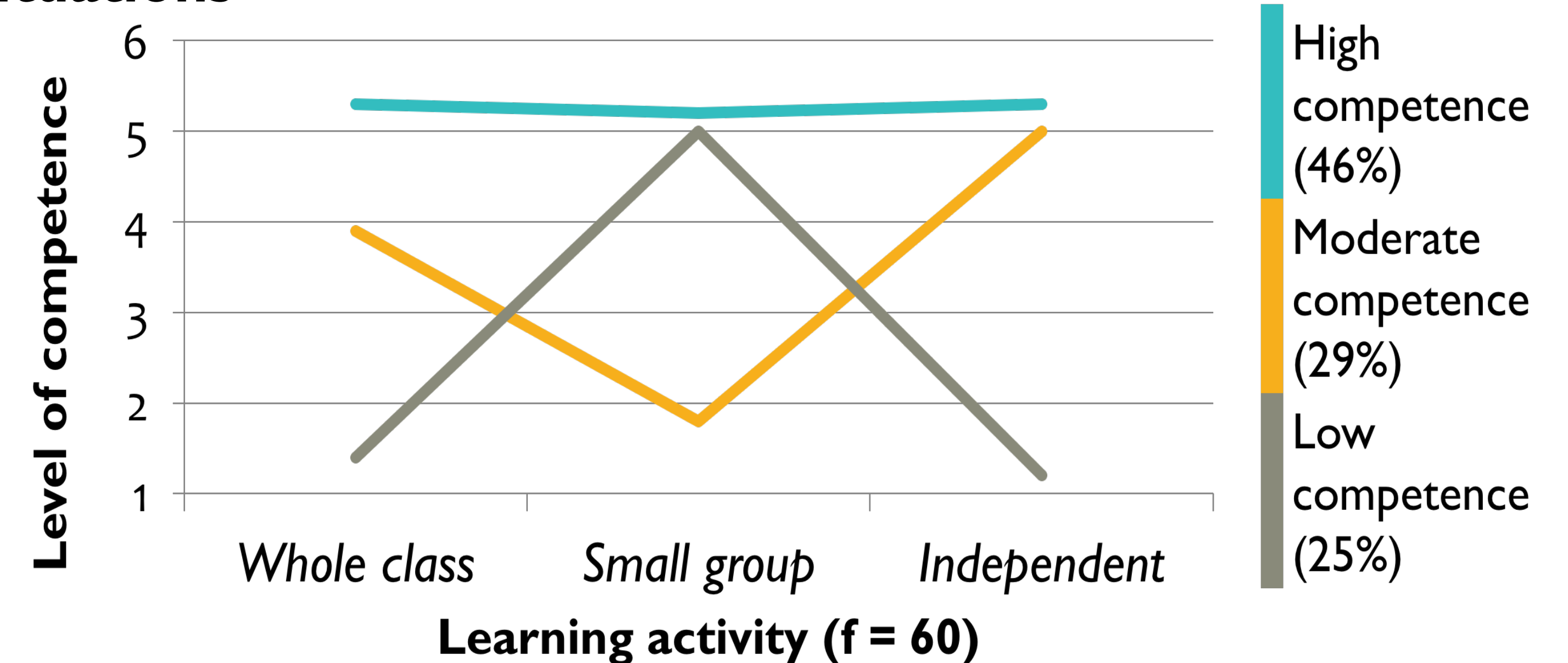
Note:  $\alpha = 0.833$

II. Qualitative content analysis for supporting factors (RQ2)

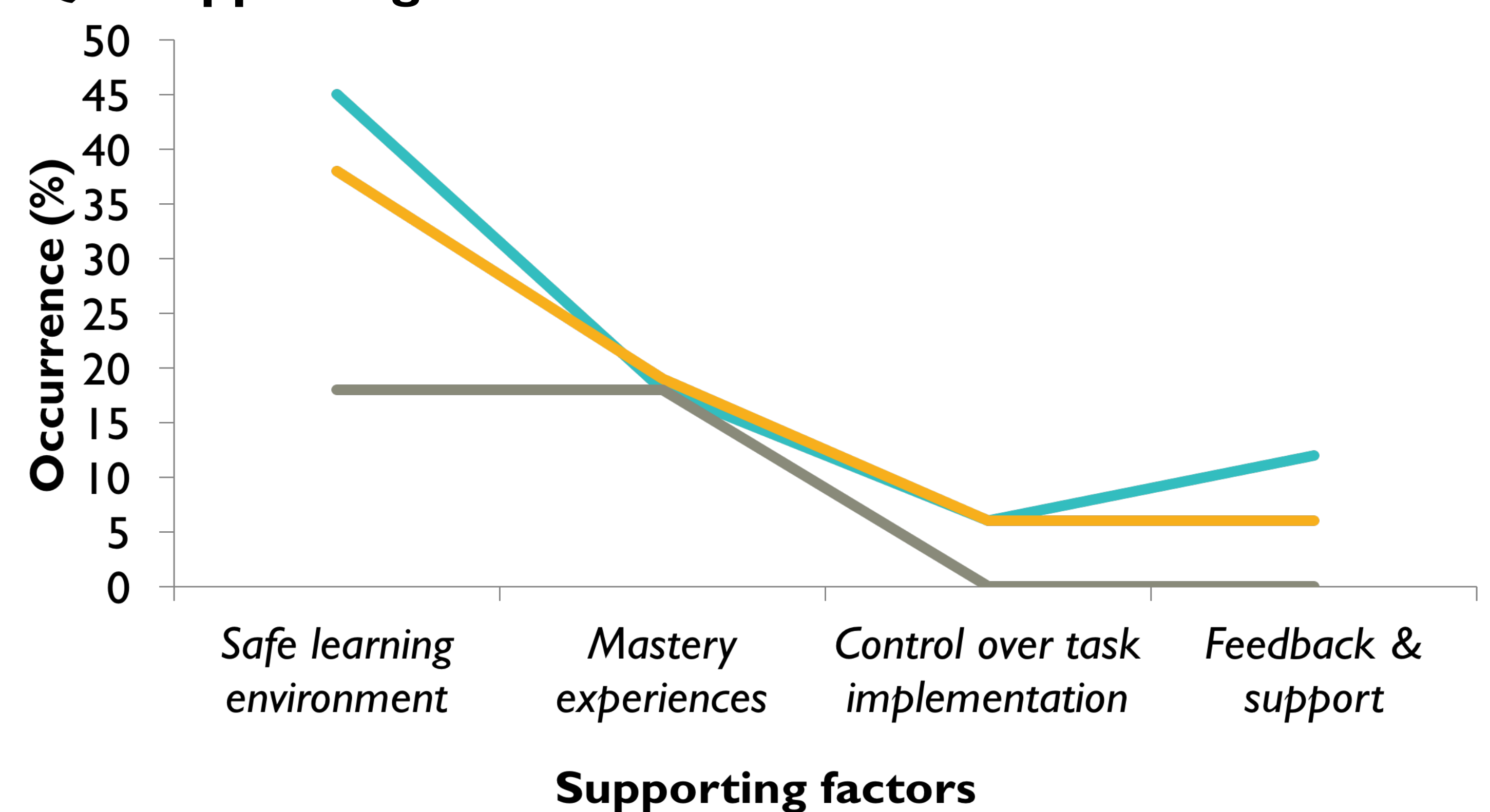
Note:  $\kappa = 0.881$

## Findings

RQ1. Level of competence & stability across learning situations



RQ2. Supporting factors



## Significance & Future steps

- By using a participatory approach, this study increased understanding of the influence young students' perspectives have on their performance in the classroom.
- Different learning contexts (e.g. working independently, in a small group or with a teacher) afford differential opportunities for effective learning for students with different competence beliefs.
- For students with low competence, small-group learning situations seemed to provide opportunities co-construct personal beliefs about their ability and may lead to changes in their perceptions of themselves as learners.
- Young students' competence and learning can be scaffold by involving them in discussions about their own learning experiences and facilitating children's own evaluation processes.
- Further research will focus on developing research tools that enable young students to express the ways in which they think about and enact strategies that lead to experience success.