

Young Children's Development of Self-Regulated Learning

Hello! This newsletter summarizes findings from Dr. Nancy Perry's study of children developing self-regulated learning (SRL). In 2018/19, students enrolled in the study were in Grade 5. Researchers and teachers collaboratively designed inquiry tasks that required students to self-regulate learning (e.g., set goals, make plans, enact strategies, monitor progress, and make adjustments). We embedded assessments of students' learning and SRL and involved students in self-assessing their learning. Last year, we worked with 4 schools, 13 teachers, and 97 students.

What is Self-Regulated Learning?

People self-regulate their learning when they control their thoughts, actions, and emotions to achieve their learning goals. We often think of self-regulated learners as being **metacognitive**, **motivated**, and **strategic**.

Spotlight on one self-regulating learner

Last year, one Grade 5 student decided to study bridges for his inquiry project. He chose to study bridges because he was passionate about the subject and really wanted to "know how to build a real bridge" (**motivation**). He researched various bridges and made plans for constructing his own bridge.

First, he constructed a bridge using popsicle sticks. However, after struggling with this strategy, and realizing his initial goal was to understand how bridges are constructed to be "the strongest," after some self-assessment, he took another approach (**metacognition**). He did some more research, and made use of better, more durable resources, such as scraps of wood, nails, and skewers (**strategic action**). After successfully making his model bridge (see picture), he set himself a future goal to really stretch himself: "I want to learn how to build a **real** bridge!"



What is happening in our study this year?

This is the final year of our study. In the spring, we will complete our data collection. Our partnership with the Delta School District has enabled us to study and support children's development of SRL from Kindergarten through Grade 6. SRL is a strong predictor of school success for boys and girls, across linguistic, cultural, and economic groups, and for students with diverse interests/abilities.

What we've learned from this study will inform researchers, school leaders, and teachers about how to support SRL, which will lead to positive learning outcomes for students in the broad education community. Thank you for your support and participation!

What have we learned so far?

In Classrooms that emphasize SRL, Children:

- ✓ Give higher ratings of interest and importance to their classroom tasks.
- ✓ Demonstrate higher task understanding, even when tasks are complex.
- ✓ Obtain higher ratings of achievement on tasks involving SRL.
- ✓ Demonstrate greater awareness of their emotions and strategies for coping with challenging tasks.
- ✓ Maintain motivation and interest over time, even during challenges.
- ✓ Report using more task relevant strategies.

Spotlight on teachers supporting SRL...



Elisa's Learning Journey

Task: "Wonder Time" research project on "things students were curious about."

Process: Students conducted research, wrote a report, and shared their learning in diverse ways, including using slide shows, dioramas, and poster-boards.

Outcome: Elisa learned that giving students influence is a "really powerful" strategy for encouraging their "meaningful" engagement.

What did you learn?

"As I become more of a process-oriented teacher, I've discovered that giving students choice within certain parameters is really powerful."



Where to next? →

"Giving as much choice as possible. The learning logs were [also] an important opportunity for students to reflect, so I would definitely keep that going."



Kay's Learning Journey

Task: "Genius Hour" inquiry project on a topic students "wanted to learn more about" or "were passionate about."

Process: Students wrote a "Project Proposal," conducted research, and presented their learning using Google Slides, poster-boards, or physical models.

Outcome: Kay learned that giving students influence helps them become "better self-regulators." Kay also learned that inviting her students to self-reflect throughout an inquiry project helps promote their "awareness as learners."

What did you learn?

"My understanding of SRL has deepened ... when motivation is high students are better self-regulators. When given an opportunity to self-reflect and have regular check-ins ... they were more confident and demonstrated an awareness as learners."



Where to next? →

"Using self-reflection on a regular basis [and] allow even more autonomy ... allowing students to demonstrate their learning in different ways."

Some of the things we heard from Grade 5 students last year...

"I am learning how to challenge myself with these types of projects!"

"This is very important because it will increase my research skills!"

"I love this and I want to learn more about it!"

"I am writing a lot more than I usually write!"

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