

OSU Motivation Classrooms Lab – Motivation Minute:

Help Elementary Students Learn Self-Regulation Skills

How can we encourage elementary students to work on their own?

Introduction – Maximize student achievement and build confidence!

Goal - Teach students to be self-sufficient and take initiative in their learning (AKA self-regulation)

Challenge - How can elementary students self-regulate?

Three Phases to help students develop their self-regulation skills: Forethought, Performance, and Self-reflection.

Strategies and Suggestions educators can adapt to help students are:

Forethought

In the Forethought phase, students set specific learning goals and strategically plan how to accomplish tasks. Goals should be measurable and achievable. For example,

- **Goal setting** should be individualized and specific. Goals provide direction and benchmarks.
 - Examples: memorize 10 sight words; reading before class; asking 2 questions in class; maintaining attention for 10-15 minutes; maintaining a “B” average
- **Strategic planning** involves selecting strategies that are appropriate for the task and environmental setting.
 - Examples: use of mnemonics (e.g. acronyms, word associations, etc.); structured practice; chunking (give a list of words and have students “chunk” them into categories)
 - Example acronym: BORED – **B**een creative? **O**utside play? **R**ead a book? **E**xercise for 20 minutes? **D**one something helpful?

Performance

In the Performance phase, students complete their task, but can encounter challenges along the way. Here are some strategies to help:

Challenges:	Options:
Overwhelmed by assignments	<ul style="list-style-type: none">• Making recommendations for time completion for each assignment• Allowing students to track progress by checking boxes or attaching stickers at each stage
Providing an abundance of online resources could be helpful or harmful to students	<ul style="list-style-type: none">• Provide clear expectations on how to use those sources• Use words like “only access this for...”, or “only use this for...”
Understanding specific concepts	<ul style="list-style-type: none">• Provide many types of activities and encourage practice.<ul style="list-style-type: none">○ Show a list or picture of relevant ideas and ask students to find or create their own○ Have students state why they think their contribution is relevant
Struggling to ask for help when needed	<ul style="list-style-type: none">• Create exercises that encourage, or require, students to ask for help at least once• Consider using a chart where students rate their understanding on a scale of 1 to 4 - See example below

4 😊	I know it well enough to teach a friend.
3 😊	I got it! I am ready to work on my own.
2 😊	Struggling - I need more information.
1 😊	I do not understand.

Self-Reflection

- Students ask themselves questions to reflect and assess their performance (questions may vary depending on age and ability):
 - **What** did I learn?
 - **How** did I learn this new information/concept?
 - How does this information relate to my **learning goals**?
 - How **effective were the strategies** I selected?
 - How can I **adapt** these strategies for the next task?
 - How is this information **relevant to my personal interests**?
 - How do I **feel** about my performance?

Resources

Jivet, I. (2016). The Learning tracker: a learner dashboard that encourages self-regulation in MOOC learners.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

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