

# OSU Motivation in Classrooms Lab – Motivation Minute: Help Elementary Students Learn Self-Regulation Skills.

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

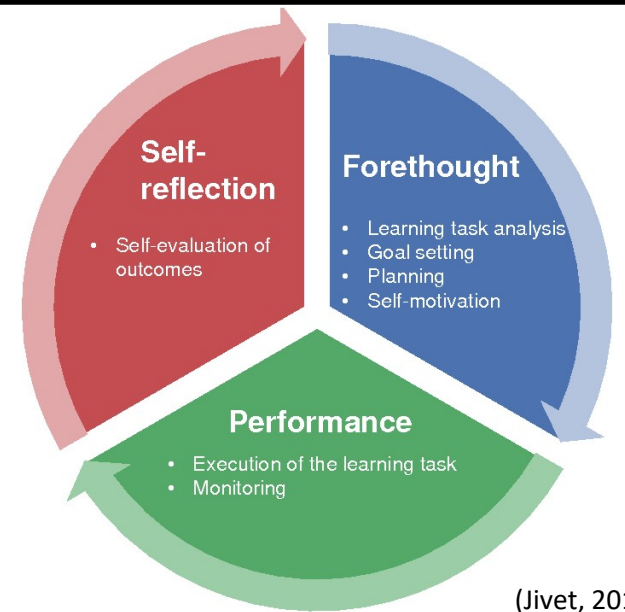
**Introduction** – Maximize student achievement and build confidence!

**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:



(Jivet, 2016)

## 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)

## Acronym:

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

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

- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.
- Motivation in Classrooms Lab website: <https://bit.ly/3prZ1tB>