Motivation: A Critical Component of Self-Regulated Learning

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What is
Self-Regulated Learning (SRL)?

SRL is the degree to which students are metacognitively, motivationally and behaviorally active participants in their own learning process (Zimmerman, 1989).

What are the 6 components of Self-Regulated Learning?
(adapted from Zimmerman & Risemberg, 1997)

1. Motivation (Why?)
2. Methods of learning (How?)
3. Use of time (When?)
4. Managing one's physical environment (Where?)
5. Managing one's social environment (With whom?)
6. Monitoring performance (What?)

What is motivation?

- Motivation is the process whereby goal-directed activity is instigated and sustained (Schunk & Meece, 2002).

- Motivation can account up to 50% in performance.

- Aptitude is generally

   less important than effort.

Motivation   **Learning**
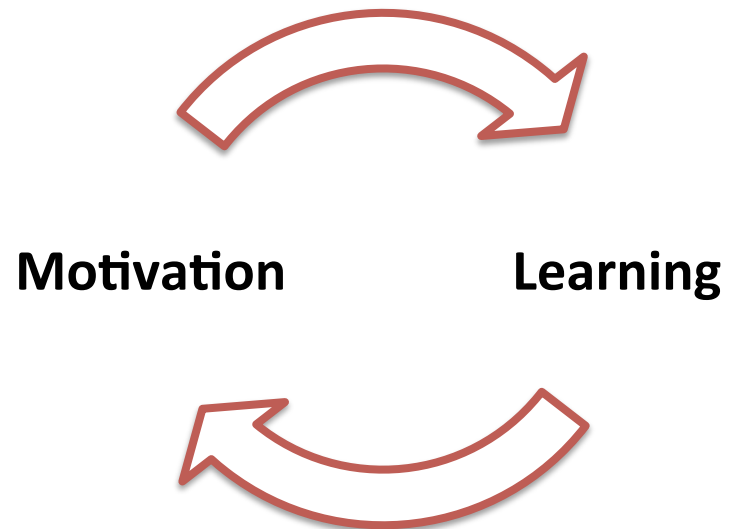
How Can We Observe Motivation?

(Pintrich & Schunk, 2004)

Index	Explanation
Active Choice	Making a choice to start/perform a task in the face of alternatives
Persistence	Continuing to work at a task, even in the face of obstacles (distractions, lack of interest) to completion
Mental Effort	Amount of mental effort one commits to a task

Self-Efficacy

- *How confident am I in my ability to learn or perform this task at a certain level?*
  - Different from self-esteem, self-worth, self-concept

How can I positively influence students' self efficacy?

- Set close, concrete and challenging goals that allow the learner to experience success at the task

- Provide instructional support (scaffolding) early on, build in multiple opportunities for practice and gradually remove supports

- Provide goal-directed practice coupled with frequent, targeted and private feedback

- Provide opportunities to observe a credible, similar model engaging in behavior that has functional value

- In providing feedback, balance comments about strengths and challenges

Value

- Intrinsic value: *Do I enjoy doing this task?*

- Attainment value: *Is this task important to me?*

- Utility value*: Is this task useful or beneficial to me?*

- Cost: *What is the cost related to doing this?*

How can I help students see the value in learning?

- Provide students some choice and control in learning tasks
- Be explicit about the importance and utility of learning content and activities
- Point out what students risk by *not* doing the task
- Model values, enthusiasm and interest in the task
- Provide models who are credible and similar (e.g., gender, culturally appropriate)
- Provide material and tasks that are personally meaningful and interesting to students.
- Provide stimulating and interesting tasks, activities, and materials, including some novelty and variety in tasks and activities.

Attributions

- *What do I think are the causes of my successes and failures?*

- *Did I succeed or fail* because of my level of **effort or ability**?*

* Failure is a relative term. For some students, this may be a B+.

How can I redirect student attributions from lack of ability to lack of effort?

- Provide accurate feedback that identifies the skills or knowledge the learner lacks, along with communication that skills and knowledge can be learned, followed with the teaching of these skills and knowledge

- When praising, emphasize the process such as the amount of effort applied, use of effective strategies and improvement rather than the product, outcome or ability

- Provide feedback that emphasizes the role and importance of effort in learning, including strategy use and self-control of learning.

Emotions

• *How do I feel about this learning task?*

Object focus	Positive		Negative	
	Activating	**Deactivating**	**Activating**	**Deactivating**
Activity (Learning)	Enjoyment	Relaxation	Anger	Boredom Frustration
Outcome (Success/Failure)	Joy Hope Pride Gratitude	Contentment Relief	Anxiety Shame Anger	Sadness Disappointment Hopelessness

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How can I cultivate positive, activating emotions?

- Include cooperative learning to fulfill learner needs for social relatedness

- Increase learner outcome expectancies and sense of control by avoiding competitive structure

- Provide success experiences, define mistakes as opportunities to learn and link attainment to beneficial long-term goals

- Describe emotions as controllable

- Teach evidence-based strategies that alleviate anxiety (e.g., progressive muscle relaxation, diaphragmatic breathing)

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Thank you!

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