



## Final Reflection

Self-Regulated Learning in Inquiry has made me a better learner. It has provided me with the knowledge, understanding, skills and attitude to manage my thoughts, behaviours and emotions. The SRL process has provided me with the tools to be the kind of learner I want to be. I learned how to plan for a task, monitor my performance, and then reflect on the outcome. My main goal in life is to become a lifelong learner and to motivate my students to do the same. SRL has given me the tools to do this.

## The Phases

**Planning Phase:** This has been the easiest for me because I love to set goals. The challenge is to focus on one goal at a time.

**Monitoring Phase:** This was where I had my "aha" moments. It was what I was missing. Creating a Monitoring Process has really helped me stay on track, monitoring myself to make sure I was making progress toward your learning goal. I plan on using this when I set my goals from now on. I monitored my process by asking: 1. What are the goals for my learning? 2. Where am I right now in relation to my goals? 3. If I haven't yet met my goals, what do I still need to do?

**Evaluating Phase:** It was a suggestion from my Critical Friend and it made all the difference. Using "Becoming a Self-Regulated Professional Learner A Self-Assessment" helped me evaluate the process and the product.

**Reflection:** Throughout the SRL I reflected. It was my link between my learning (metacognitive knowledge) and what I do about my learning (self-regulation).

**Which aspects were easiest for you? Most challenging?**

The easiest aspect for me was breaking down my major goal into proximal and distal goals. I learned that proximal goals can increase motivation, and self-efficacy. At that point it became easier for me to commit to the task of breaking down the large goal into more manageable, attainable goals. The challenging I found was time management. I would get caught up in researching, in putting all my course work or actually designing my website. As a result, I spent many hours researching, finding my course work, or fiddling with my website design. There is so much free information out there, I would get lost. So, time management is still an area of SRL that I need to improve on.

I found that the group discussion provided me with useful strategies to help me with time management. After some reflecting, and completing the Becoming a Self-Regulated Professional Learner A Self-Assessment, I realized I needed to zone in on this issue. The timer was my best friend during this process.

**Where has learning taken place that you can transfer beyond our course?**

The learning that I will transfer beyond our course is the Monitoring Progress. It has had the biggest impact on being successful as a SRL. The Piktochart that I created has been very beneficial to me. It has provided me visual pathway that allows me to track my progress. I plan on using it in both my professional and personal goals.

Also, have time to discuss any problems/issue you are having in obtaining a goal is huge help. Continuing group discussions and critical friends is something I will continue beyond the course.

**What are your next steps?**

I am more organized. I created a website that showcased my growth and learning in my PME courses. Also, I now have a strong understanding of

self-regulated learning. My next-steps include keeping up with my website as I complete the rest of my PME courses, using the SRL process on some of my other goals that I have found hard to obtain and to create successful lifelong learners in my students, so I must first ensure that I teach them the strategies necessary for that journey.

I am so proud of my accomplishment. Thank you for giving me the tools to be a successful self regulated learner.

## Module 4: Problem of Practice

At the beginning of this module I learned about Problems of Practice in Education. I was able to identify a problem of practice and discuss it with my group.

### Group Discussion

We had a great discussion via Skype, and I would like to thank my group for sharing their knowledge. It was very refreshing to be able to speak to others, in real time. This type of communication allowed me to relate to, and understand what my classmates are dealing with as we move through the course; it really allowed for more personalization with my classmates.

### The contexts in which group members teach

I am currently teaching grade 1 in Saudi Arabia. I teach at an US embassy school. I have students from all over the world.

Adam is starting in a new position in September. He will be teaching in a private school for the first time, and it caters to gifted children. He has learned the curriculum is very rigorous and quite rigid.

Carolynn is in the process of finding a new job. She has worked in early childhood education in both daycares and before and after school program with children preschool to school age

### The perceived benefits of SRL in your various teaching contexts

For me, SRL promotes academic achievement, motivation, and lifelong learning. Letting the grade 1 take control of their learning, is scary, but exciting. I can't wait to start! I am curious to see the younger minds going through the SRL process and taking control of their learning. I explained that I have started letting the students take control. They designed the classroom (we cut off legs of our tables for floor seating).

For Adam, SRL facilitates proximal goal setting in a way that supports the students long-term goals. He knows that the students at his school set challenging life goals at a very early age in terms of university entrance and careers, but those things can sometimes be too far off to be motivating at the level he will be teaching (grade 6).

Carolynn thought that SRL would help her be more flexible in her teaching and meet the needs of the children. It would allow her to be more reflective in her learning with children- The three components to SRL- self observation, self judgement and self reaction would assist- When she is doing an activity with the children she is going to observe their reactions to her and her reaction to them and their comments. This would help her change, move forward or expand on her activity. Self judgement- would motivate her towards her personal goals and how she need to change in her teaching for next time in regards to what went well and what did not- in the process learning from my mistakes. Self reaction- would encourage her to be more happy and satisfied with her accomplishments and celebrate results in her teaching.

### The ease/difficulty with which you anticipate being able to apply SRL in your teaching context and why.

I shared with my group that I am a first grade teacher, and I am not sure that my little learners are ready for the independance of SRL. I shared with them that I think the excitement and engagement would be the easiest part but the hinder would be helping them monitor themselves.

We had a discussion about different levels of students and knowing where to start in encouraging and teaching self regulated learning in children and what opportunities that we need to provide. Especially when children develop and progress differently. We talked about what support to give.

We finally talked about what if our schools, admin, curriculum etc are too rigid and leave little to no room for SRL

### Helpful suggestions for group members re SRL

For my problem of practice, my group suggested that I also think inquiry learning. It is important for SRL which could be useful for grade one. We discussed that the grade 1 would certainly need more guidance and support than would older students. We talked about how observing a SRL classroom in the lower elementary would be helpful. We had a discussion on 20% projects or Genius hour. I thought I could start off with Genius Hour this year and then maybe try 20% projects.

I shared an article stating that "Spending a marginal amount of time each day demonstrating how specific self-regulation strategies can improve students' learning can go a long way to helping them prepare for challenging learning tasks and assessments (Graham & Harris, 2005)."

We talked about maybe starting SRL as a club or afterschool activity. Another suggestion is makerspace .

### Any issues concerned with your individual inquiry projects and helpful suggestions

We talked about time management and when unexpected issues arise. We also talked about keeping engaged and positive.

We shared the use of timers, checklists and to do lists. We shared the benefits of taking breaks reflected on what we learned and really see what our focus is. We talked about seeking help from other (e.g. talking to professor). It was suggested that doing a quick concept map can help make connections between readings and identify some key things to understand. Carilynn shared her blog and the The STop method she uses when she is frustrated (<https://sr2learn.wordpress.com/2011/12/06/thought-stopping/> )

### How are your SRL skills increasing?

I read Tobey, and Goldsmith's article, "Developing Self-regulated Learners: The Critical Role of Feedback" The article discussed the importance of feedback.

### Good feedback practice:

1. Helps clarify, what good performance is (goals, criteria, expected standards) □
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue around learning □
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers that can be used to help shape teaching

The group discussion was very useful. It was a great learning experience. I would love to be able to have a live discussion at least once per course.

## Module 3: Engaging in Inquiry

The goal of this module is to

design a monitoring process to support my goal.

<https://magic.piktochart.com/output/15063637-new-piktochart>

### Where are areas where you are struggling?

Now that my SRL is under way, I am struggling with the time management. I have started to use a stopwatch and a clock so that I don't get lost in the research.

### What supports would assist you?



Creating a monitoring process really helped me focus on my goal. I ask myself: What are the goals for my learning? Where am I right now in relation to my goals? If I haven't yet met my goals, what do I still need to do? How can I improve and what should I do next?

What I like about SR2 Learn is there are a variety of topics to choose from. Now that I am I have subscribed to the site **So you Really want 2 Learn (SR2 Learn)?** (<http://sr2learn.wordpress.com>) I will receive an email notification when a new post is made. It is an excellent resource for my learning. Here is the post I made. I will let you know when I hear back from them :) When setting our goals, you want to monitor them, reflect on them and sometime you need to ask for help. This would be a great resource for finding information about your goal and asking for help.

### How are your SRL skills increasing?

In the resource SR2 learn, I found an interesting blog about "Classroom Components that support Self-Regulated Learning". In this blog the author suggests 5 classroom components.

#### The 5 Classroom Components:

- 1.
- 2.
- 3.
- 4.
- 5.

This ties in nicely to what we are learning in this course and answered some of my questions on how I can use SRL in the classroom. With these 5 components we can help our students self regulate their own learning.

I read the article by

"Rarely, would we expect SRL to be acquired neatly in only one of these three manners: indirect induction, direct instruction, and elicited actions. All three probably operate together in classrooms as children create their theories about learning in school and their own abilities as they work with teachers, parents, and peers." (p.99)

I also read "Formative assessment and self-regulated learning: a model and seven principles of good feedback practice" by Nicol and Mcfarlane-Dick. Both articles discussed the importance of feedback. The most important

things that I learned that could help me design a monitoring process to support my goal is to ask: What are the goals for my learning? Where am I right now in relation to my goals? If I haven't yet met my goals, what do I still need to do? How can I improve and what should I do next?

## Module 2: Setting & Revisiting Goals for Inquiry

In this module we learned about setting goals. It is an essential step in self-regulated learning. When I set my goal, it allowed me to have a target and see the progress that is made as you move towards it.

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Where are areas where you are struggling?



When I am teaching, and I set the goal for my students will they be as successful compared to if they select it themselves? I wonder the success rate of goals of when someone selects your goal for you compared to when it is self-set?

What supports would assist you?

The required resources really helped me deepen my understanding in this module.

The ' was really showing the why, and the how? In this article, a student explains why they are setting the goal and then how the goal will be met. After reading this blog, I tried to think of my goals in that context. Why did I choose that goal? What am I going to do to make sure my goal is met? What steps am I going to take? This blog informed my thinking about SRL inquiry, because it gave me an example of how to set my goal. It also demonstrated learning. As Dr. Patteson said in an email "The professional inquiry project has to include learning something new, not solely a plan of action". Finally, this resource helped me because it gave me great tips on how to optimize my learning in distance education.

In the resource '

In the article, New directions in goal-setting theory, Current Directions in Psychological Science, looks at advances in goal theory. Locke and Latham (p. 265) state that the key moderators of goal setting are feedback, commitment to the goal, task complexity, and situational constraints.

They then look at eight advances that have moved goal theory forward: goal choice, learning goals, framing, affect, group goals, goals and traits and macro-level goals.

How are your SRL skills increasing?

There were two new directions that really resonated with me. First the idea of learning goals. Locke and Latham state that "Sometimes specific, difficult goals do not lead to better performance than simply urging people to do their best" (p.266). When a person is focussing on a new, complex task it can result in a focus on reaching the goal instead of acquiring the skills to reach the goal. They suggest assigning a learning goal, "that is, a goal to acquire the requisite task knowledge"(p.266). I have seen this so many times as an educator and also as a parent. When a student is so focussed on the grade and not about the learning. I wasn't sure on how to take the emphasis off obtaining a certain grade and focus on the learning (especially with report cards, and academic rewards). Assigning a learning goal to a task is an excellent solution to taking the focus off of grades.

Secondly, the idea of framing the goal. A student may not obtain the goal if they find it threatening. "Whether a person appraises a high goal as a challenge versus a threat makes a difference for that person's performance" (p.266). As an educator, we must be very careful on how we frame the goals we set. In the case of SRL and our students are setting their goals, the framing of the goal must be taught.

Locke and Latham state that "Goals are effective even when they come from different sources; they can be assigned by others, they can be set jointly through participation, and they can be self-set. In the latter instance, goals are a key element in self-regulation" (p.265).

## Module 1: Forming a Theoretical Foundation

In this module

Where are areas where you are struggling?  
In the self-assessment,

What supports would assist you?

The SRL self-assessment was very informative because it made me think about my strengths, needs for improvement, goals I can set during this

course.

How are your SRL skills increasing?

In this module, I created a Powtoon to show my SRL

[https://www.powtoon.com/online-presentation/grA1nNAJ8Ms/?mode=movie#](https://www.powtoon.com/online-presentation/grA1nNAJ8Ms/?mode=movie#/)  
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## Course Introduction Module

In the course introduction module allowed me to introduce myself to my classmates. This task also introduced SRL and gave me general understanding of what SRL is. In the Phil Winne video, he clearly states that "Students are in command. They are in the driver seat". I selected this resource because I believe that for students to be lifelong learners, they need to be in control of their own learning. Winne and Hadwin created a four-phase model. These phases are task perception, goal setting and planning, enacting, and adaptation. When Winne talked about the goal setting stage and how the students goals may or may not be related to the learning that's happening in the classroom. I can see how this could be challenging.

Where are areas where you are struggling?

I wonder how SRL would work with our younger students.

What supports would assist you?

The videos have assisted me in what SRL is. Phil Winne's video, resonated with me. He is very clear that "Students are in command. They are in the driver seat". I selected this resource because I believe that for students to be lifelong learners, they need to be in control of their own learning. I also agree with Winne when he states that students are in the centre of education and SRL will help them become lifelong learners.

How are your SRL skills increasing?

Winne states that students are in the centre of education and SLR will help them become lifelong learners. His research is very interesting. Winne and Hadwin created a four-phase model. These phases are task perception, goal setting and planning, enacting, and adaptation. When Winne talked about the goal setting stage and how the students goals may or may not be related to the learning that's happening in the classroom. I can see how this could be challenging.