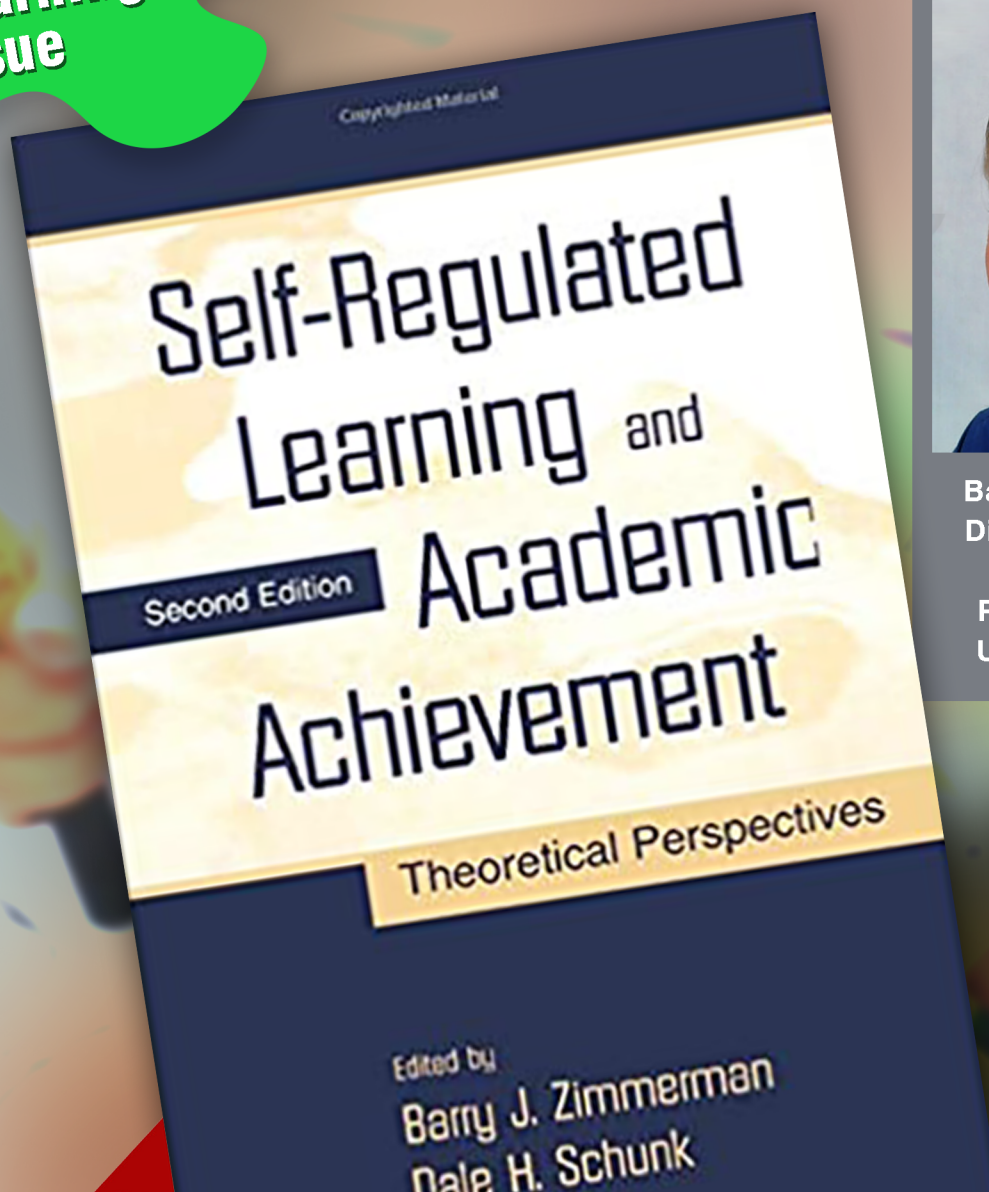# EducationMatters@ETMA

Self-Regulated Learning Issue

Barry J. Zimmerman is a Distinguished Professor of Educational Psychology at the City University of New York

Self-Regulated Learning and Academic Achievement

Second Edition

Theoretical Perspectives

Edited by
Barry J. Zimmerman
Dale H. Schunk

"This volume brings together internationally known researchers representing different theoretical perspectives on students' self-regulation of learning. Diverse theories on how students become self-regulated learners are compared in terms of their conceptual origins, scientific form, research productivity, and pedagogical effectiveness. This is the only comprehensive comparison of diverse classical theories of self-regulated learning in print."

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Webinar Report

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"What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning."

- Chuck Grassley

This issue of the ETMA News Magazine is on Motivation and Self-regulated learning. Motivation and Self-regulated Learning is considered as a contemporary learning theory. Barry J Zimmermann is the pioneering proponent of this theory. This theory fits in very well with online education as the onus of learning is on the learner. The success of a learner in online education depends upon motivation to learn and skills of self-regulated learning. As more and more, the world of learners adopt the online mode of education, this theory would become more and more relevant and important.

We bring you, in this issue, a scholarly paper on the theory of Self-regulated Learning by Prof Fawzia Nadeem from Jamia Millia Islamia. We bring you outcomes of an interesting experiment on Motivation and Self-Regulated Learning by Prof Marmar Mukhopadhyay.

Prof Mukhopadhyay's contention is teachers must experience learning before asking students to learn in a particular way. He argues that the teacher is the prior form of learner, and students are the later form (from Taittiriya Upanishad). So, teachers should experiment and experience self-regulated learning. As Prof Mukhopadhyay, in his capacity and on behalf of ETMA, regularly conducts staff development programmes for many leading schools in the country, the other agenda on hindsight was to experiment whether self-regulated learning can be used as a model of staff development.

The experiments were conducted in collaboration with The HDFC School in Gurugram and Pune. The experiment comprised four activities.

a. Each school would form one or two small groups of five or six teachers. Each group would collaboratively explore the theory of Motivation and Self-regulated Learning and document it in the form of a desktop research paper.
b. Each group would present their paper in a Webinar participated by principals, supervisors and teachers of all three schools – Gurugram, Pune and Bangalore.
c. Each group would make process documentation – how did they learn; an exercise in metacognition; and
d. Write a report of the Webinar – an exercise in synthesizing; Collaboratively coauthored papers are interesting.

HDFC Gurugram set up two groups, and Pune school set up a group of four supervisors. Each group did Internet-based Research, mutual consultation, including one case of external consultation, developed short papers on the theme. Teachers illustrated their papers. We have reproduced their papers in original.

The three groups presented their papers in a webinar participated by 142 academic staff members of the three schools. The Webinar was chaired by Ms Anita Makkar, Leader and Principal of HDFC School, Gurugram.

• Each group did process documentation on how did they learn. We have reproduced the Process Documentations prepared by various groups in the original.

• The HDFC School, Bengaluru, prepared the report of the Webinar.

The net outcome of the experiment is positive. Each group did a good job. These schools have taken up this year (2021) on their own to work on six themes to learn through collaborative Self-regulated Learning. ETMA intends to extend this self-regulated learning mode of staff development in other schools willing to take this innovative model of development.

We hope you enjoy reading this issue.

Motivation and Self–Regulated Learning

By Fawzia Nadeem[1]

> **The body of man is a machine which winds its own spring**
>
> *- J. O. De la Mettrie*

There are numerous examples all around us of people who may be termed as fitness conscious and may be members of a yoga club or a gym etc. There are also many of our colleagues who are always working hard to become better teachers. Both these groups of people have prioritized their respective objectives. To accommodate other priorities also, they may get up earlier than everyone else, they may have to walk to their place of work, they may have to stay back after everyone else has left, they may have to continuously update their knowledge and skills (and so continue to learn further), they may have to forego events of personal pleasure and so on. But they do it. They may

derive their motivation to continue from a personal sense of achievement or increase student learning, better salary and awards, healthier and fitter body, popularity among peers, etc. These are motivated people who set a goal and strive to achieve it. So what is motivation?

Motivation is an internal state that initiates, controls, and maintains behaviour. The study of motivation examines how and why people initiate actions to achieve specific targets, how deeply they are involved in the activity, how persistent they are in their attempts to reach these goals, and what they are thinking and feeling along the way.

Woolfolk (2013) has defined motivation as "an internal state that arouses, directs, and maintains behaviour" (p. 431). Motivation is the force that encourages people to be interested in, to begin, and to finish actions or learn things and study. The discipline

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1. Dr Fawzia Nadeem is Professor of Education, Department of Education, Jamia Millia Islamia, New Delhi.

that studies motivation is primarily focused on why people set goals, how they focus on those goals, and why they have chosen to focus on them (Woolfolk, 2013). Studies by Vansteenkiste, Lens, and Deci (2006) have shown that proper motivation can decrease drop-out rates, provide more and better concept-based learning, greater creativity, less focus on superficial problems, improved grades, and an increase in self-esteem (p. 21). Motivation can be divided into two major categories intrinsic and extrinsic.

Intrinsic motivation is a person's inborn tendency to search out and overcome challenges in pursuit of personal interests - it is a drive to do something when we need not. It is like exercising hard because it makes us happy or teaches well for the sheer pleasure of a well-conducted class.

Extrinsic motivation, on the other hand, is based on factors outside the activity itself. For instance, exercising hard to get compliments, becoming popular or losing weight, teaching well to get recognition from the authorities, getting rewards, and increasing salary.

There have been several different theories to explain intrinsic motivation and the way it works. The most recognized theory of intrinsic motivation was first based on people's needs and drives. Hunger, thirst, and sex are biological needs that we are satisfied with living and being healthy.

Like these biological needs, people also have psychological needs that have to be satisfied to develop and thrive. These include the need for competence, autonomy, and relatedness.

Along with satisfying these underlying psychological needs, intrinsic motivation also involves seeking out and engaging in activities that we find challenging, interesting and internally rewarding without the prospect of any external reward.

Maslow proposed that people are motivated when their needs are fulfilled. These needs start at the basic physiological needs of food, clothing, and shelter and keep moving up to safety, social needs, self-esteem, and self-actualization. Lower-level needs keep getting satisfied. Maslow's is the most widely accepted theory. A satisfied need does not motivate. It is the dissatisfaction that propels us towards accepting a challenge and conquering a need. Also, the basic physiological and psychological needs are felt and achieved to fulfil a sense of deficiency. In contrast, higher needs are experienced more in terms of the need for growth and self-development.

A worker's motivation is seen in job satisfaction. To this end, Herzberg's two-factor theory, also known as motivation-hygiene theory, was originally intended to address employee motivation and recognized two sources of job satisfaction. He argued that motivating factors include an individual's need for personal growth: achievement, recognition, the work itself, the responsibility involved, and advancement anticipated.

On the other hand, hygiene factors, which represented deficiency needs, defined the job context and could make individuals unhappy with their job: company policy and administration, supervision, salary, interpersonal relationships, and
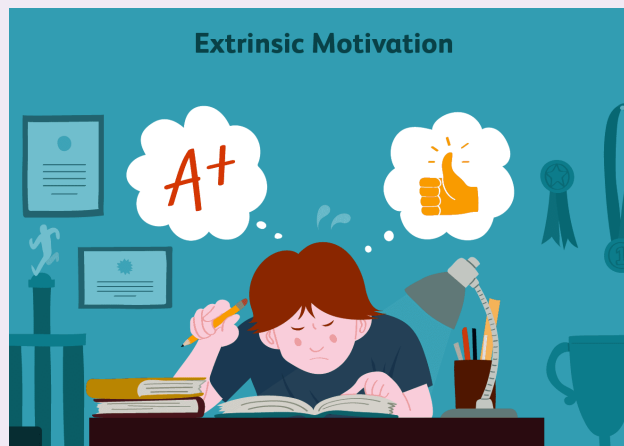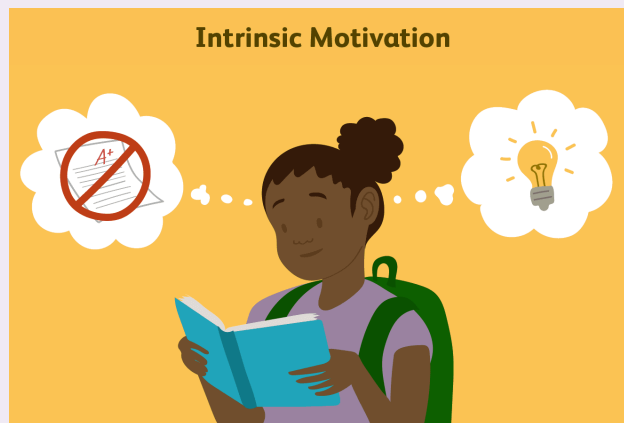
working conditions. Reinforcement theory focused on the consequences of human behaviour as a motivating factor.

McClelland affirms that we all have three motivating drivers, and it does not depend on our gender or age. One of these drives will be dominant in our behaviour. The dominant drive depends on our life experiences. The three motivators are: Achievement, affiliation and power. Bandura is known for his social learning theory. He is quite different from other learning theorists who look at learning as a direct result of conditioning, reinforcement, and punishment. Bandura asserts that most human behaviour is learned through observation, imitation, and modelling. Bandura claimed that self-learning is a manifestation of intrinsic motivation. For example, the motivated teacher may continue to work hard for the simple pleasure of self-satisfaction or a sense of pride, achievement etc.

Bandura concluded that "humans are able to control their behavior through a process known as self-regulation." This self-regulation includes self-observation (or introspection), judgment, and self-response. This forms the basis for evolving into a self-learning individual, a person who is essentially intrinsically motivated. This happens in three steps:

Planning: The person plans her task, sets goals, outlines strategies to tackle the task, and or creates a schedule for the task;

Monitoring: here we put our plans into action and closely monitor our performance and experiences with the strategies we chose;

Reflection: Finally, after the task is complete and the results are in, we reflect on how well we did and why we performed the way we did (Zimmerman, 2002).

Self-learning is when people take the initiative and regulate their learning. In the process, they gain deeper insights into how they learn and what works best for them, ultimately resulting in better performance.

Schunk and Zimmerman (2008) described self-regulation as the process by which an individual learner initiates and maintains "cognition, affects and behaviours that are systematically oriented towards attainment of learning goals." Simply put, Self – Regulated Learning (SRL) is an individual's ability to acquire/develop a set of skills that help her to learn in multiple ways. Researchers like Mikroyannids et al. (2015) have also related it to new pedagogical theories, which help a teacher in formal setups to motivate and support their students to achieve a high level of self-regulation.

Investigations into academic self-regulated learning developed from early psychological investigations into self-control in adults and its development in children. Thus, most early research was carried out in therapeutic contexts where researchers taught their subjects to change dysfunctional behaviours like aggression or addictions. It is interesting to note that studies on student achievement showed that skills and abilities alone could not satisfactorily explain student achievement. It was realized that factors like self-regulation and motivation were important.

When we apply self-regulation to education, the scope of education is broadened, and the emphasis shifts beyond a mere performance of previously learned actions. SRL can be seen as a mechanism "to help explain achievement differences among students and as a means to improve achievement" (Schunk and Zimmerman, 2008). Many early studies focused on cognitive strategies and behaviours like monitoring, organizing, rehearsing, managing time and creating a productive work environment. To examine how students became self-regulated learners, questionnaires and interviews successfully demonstrated significant student academic success predictions. Pintrich (1999) developed a general framework to help in understanding the relationship between motivation and SRL. He defined SRL as the strategies used by students to regulate their cognition (in other words, various cognitive and metacognitive strategies) and use resource management strategies to control their learning. According to his framework, self-regulated learning can be facilitated by adopting mastery and relative ability goals. Further, it is hindered by the adoption of extrinsic goals. Additionally, positive self-efficacy and task value beliefs promoted self-regulated behaviour.

According to Zimmerman (2008), the present

research wave involves developing online measures of self-regulatory processes and motivational feelings or beliefs regarding learning in authentic contexts. These innovative methods include computer traces, think-aloud protocols, diaries for studying, direct observation and microanalysis.

Another component of SRL is seeking help. SRL often involves others who help learners by providing resources like skills or information to help them succeed. Seeking help is seen as a part of the "self-regulatory process, which includes task analysis, self-motivation beliefs, self-control, self-observation, self-judgement and self-reaction" (Karabenick and Berger, 2013). They concluded that "the long observed and documented under-use of needed help seeking points to the need for interventions that render it more likely to benefit students."

Self – regulated learning is a key trait for 21st-century learners and teachers. Our world is changing so rapidly, and new information, knowledge and skills are constantly being developed that all of us need to be lifelong learners. We know that education does not end with the completion of formal education. We continuously need to update our knowledge to remain relevant. As teachers, lifelong learning takes on the form of continuous professional development. It is also an approach to learning and self-development, which emphasizes reflective practices for our betterment. Two important characteristics of lifelong learning are that a) it is voluntary and b) it is self-motivated. We need to find meaning by focusing on the value and purpose of any task and how it helps others. We also need to keep challenging ourselves by setting personal goals, which are challenging and yet achievable. We also need to (maybe) master a skill, value and participate in healthy competitions. A sense of pride and accomplishment in achieving our goal further motivates us to take up yet another challenge.

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Self-Regulated Learning of Teachers on
Implications of Motivations and Self-Regulated Learning Theory
for K-12 Education Program

By Puneet Rahi, Jagriti Gautam, Shally Arora and Tannu Sharma

The HDFC School, Gurgaon

> Self-regulation will always be a challenge, but if somebody's going to be in change, it might as well as be me.
>
> *- Daniel Akst*

In the world of innovations and technological facilities, it is not very difficult to find solutions to any routine challenges. More to say, today's youth is more bent on giving voice commands to get half their tasks done within a blink of time. So, the question to be addressed here is how do we, as educators to these techno natives, motivate the learner to have progressive self-regulation, confidence and self-efficacy, which shall, in turn, produce a lifetime of opportunities and productivity for them.

Self-regulation, in simple words, may be defined as the intrinsic motivation one has to stay goal-oriented and conscious without any educator's or, for that matter, even any parent's immediate control. It incorporates in itself a cyclic process of:
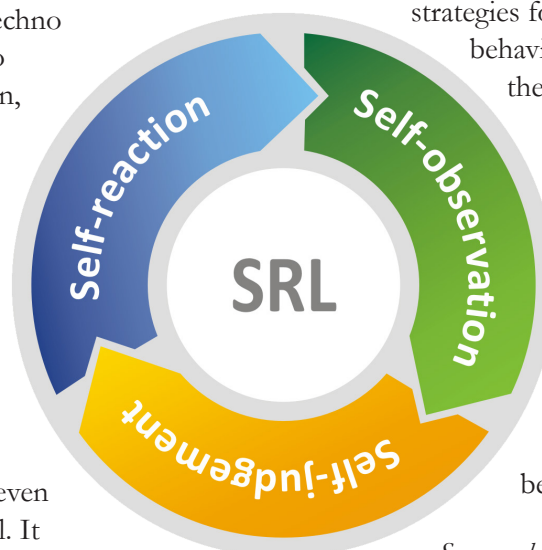
To ensure the feasibility and application of self-regulatory learning styles and practices amongst the K-12 learners, we have to provide very tangible and concrete ways to acquaint them with their strengths and weaknesses so that with this awareness of self, they can further make alterations to their adopted strategies for cognition, metacognition and behaviour; which would eventually lead them to their ultimate end goal.

Self-regulation occurs when students consciously organize, monitor, evaluate and ultimately take control of their learning. The individual set of self-regulation strategies usually used by successful students falls into three categories: personal, behavioural, and environmental.

Source: https://eric.ed.gov/?id=ED391821

Based on these facts and the basics of self-regulated learning, and the role of motivation, the challenges educators may face can vary. For instance:

1. When children fail to complete learning activities, it can be hard to determine the relative influence of motivation and self-regulation. Children can be uninterested, frustrated, distracted, or have simply forgotten or lacked the necessary skills. So, the educators have to bear in mind all these parameters before holding the student accountable for his/her actions. (Berhenke, 2013)

2. Attention to their progress leads to deep learning, improving student's self-efficacy, believe and academic function and is effective in internalizing student's motivation and better learning. But then we need to be sure about the levels of attention and its quality to ensure desired learning outcomes without encouraging the child to get dependent on the teacher or be spoon-fed with all solutions.

3. Almost every major issue, personal and social, which affects a large number of modern citizenships implies, to a certain extent, a failure in self-regulation, situated in the context of broader social influences.

When the learners are mentored with these challenges in mind, they get an opportunity to take control of their learning. When the adults around them (educators and parents) model and demonstrate self-regulatory practices, it becomes more adaptable and convincing for them to internalize and characterize these practices in their behaviour. The other Implications of this theory for the learners can be summarized as below:

The Learners can

- Set short term and long-term goals.
- Become more independent in deciding the ways and strategies to achieve a set goal.
- Plan their work and to revise work based on feedback.
- Accomplish set goals, engage in learning and take informed steps to improve learning and achieve the desired goal.
- Be capable of monitoring their work progress with feedback which may be from self/peers/educators.

- Develop a strong commitment to self-learning.
- Revise and improvise upon their learning.
- Investigate and explore different issues and try to find solutions through different possible ways and opportunities.
- Make connections with the real-world and be instrumental in social change.
- Inculcate habits of giving and sharing constructive feedback and look at different issues with different perspectives.

Hence, we may conclude that self-regulated learning is a significant aspect of grasping knowledge and seeking achievement in academic contexts. Students who display good self-regulatory behaviour are much more likely to succeed in their set goals, learn more and achieve higher competence levels in the desired fields. Of course, in encouraging self-regulatory behaviour, we as their mentors have to keep in mind the developmental, motivational and contextual factors that can either facilitate or constrain self-regulated learning. In this ever-advancing world, it is imperative that self-regulation is fostered in all, either through implicit or explicit ways, to achieve significant evolving goals of the educational systems across the world.

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Motivation and Self-Regulated Learning

By Pooja Rai, Anupriya Chellani, Shreya De and Rachna Gole

The HDFC School, Pune

> **How well students do in school can be determined by how well they are able to SELF REGULATE**
>
> *- Stuart Shanker*

The pandemic shifted schools to the virtual mode, and teachers, parents, and students experienced online teaching challenges. One of the biggest challenges of online teaching is to motivate students to attend the sessions, learn and complete the assignments and tasks without being in immediate control of the teacher. In this situation, all of us need to adapt to self-regulated learning. It's likely that much of the event of self-regulated learning takes place in adolescence, given general cognitive development changes as well as in the classroom context in middle school and high school. The most important aspect is that students are motivated to be self-regulating.

Self-regulation is the tactic during which students activate, take hold of and evaluate their learning. Self-regulated learners:

- Are aware of their strengths and weaknesses
- Utilize metacognitive strategies, for instance, questioning one's learning and monitoring one's learning, approaching academic tasks
- Able to correlate their success or failure to factors within their control

Components of Self – regulation

Goal Setting/ Planning

Academically self-regulated students take time to plan. They must plan their

academic goals and consider whether the goals are relevant, valuable, interesting, and achievable. (Brier, 2010, p.6) Once they set a goal, these students are motivated to achieve the goal and act autonomously. They exert effort, feel confident, and expect to succeed.

Problem Solving:

Academically self-regulated students understand and use problem-solving strategies. They select strategies to achieve their goals, sequence the strategies selected, set standards to gauge the quality

CREATIVITY

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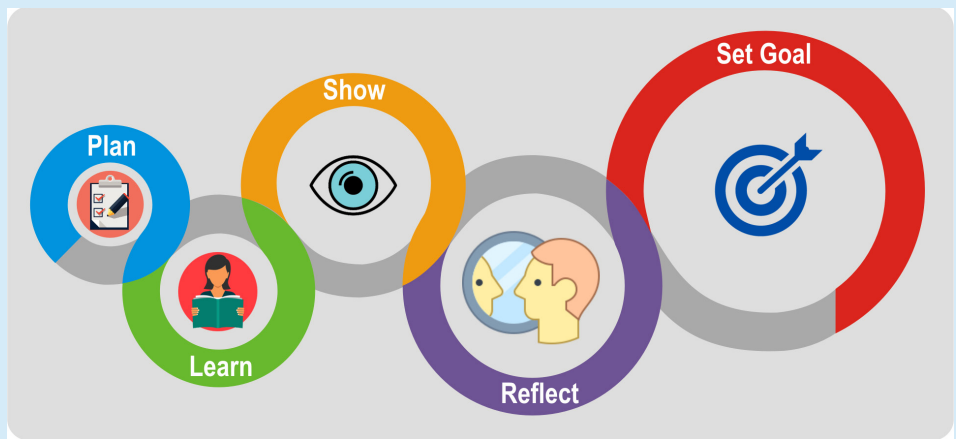
Target

Collaboration

A B C
Analyze

of their performance, manage their attention, and monitor the degree to which they are acting in accordance with their standards and making progress in achieving their goals.

Self-Evaluation:

Academically self-regulated learners engage in self-evaluation. They compare the results of their efforts with their intentions, aim at achieving results, and think about whether they have acted according to their standards or principles. When pleased with the results, these youth experience exuberance that further enhances their academic motivation.

When they are not satisfied with the results, they tend to get demotivated. But when it starts showing positive output, it boosts their confidence, which can motivate amelioration. [https://www.academia.edu/30510469/Self_Regulation_Efficient_practice_and_results_among_college_students][https://www.researchpress.com/sites/default/files/books/addContent/6615.pdf]

Self-Regulation as a Process

Self-regulation may be a cyclical process. Students who are motivated to succeed in a particular goal will engage in self-regulatory activities they feel will help them achieve that goal. Self-regulation promotes learning, which finishes up during perception of greater competence, which sustains motivation toward the goal and future goals. Three critical dimensions, or characteristics, of self-regulation:

- **Self-observation**
- **Self-judgment**
- **Self-reaction**

Self-observation refers to the purposeful, systematic monitoring of one's activities. Self-observation may take the shape of recording frequency, duration or quality of behaviour. Self-observation is additionally critical to the regulation of performance. Self-observation can also cause higher motivation.
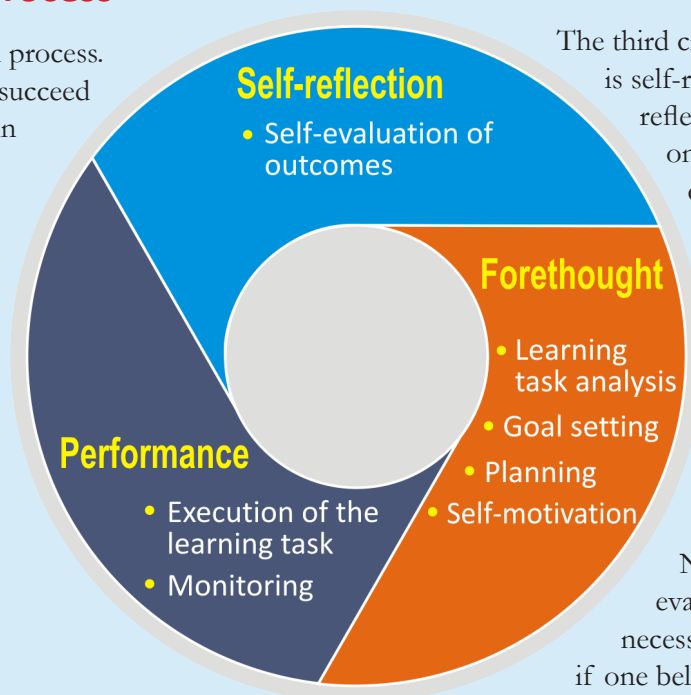
For example, if you realize your study habits were causing you to perform poorly on these tests, you'll adjust the way you study, resulting in higher test grades and more motivation to improve your study habits still.

A second critical dimension of self-regulation is self-judgment. Self-judgment refers to assessing one's current performance levels compared to the goal level and analyze the gap between the performance and set goal.

The third critical dimension is self-reaction. Self-reflection refers to one's behavioral, cognitive and affective responses to self-judgments. Self-reactions are often motivating if one believes they're making progress toward their goal. Negative self-evaluations aren't necessarily demotivating if one believes they will still

make changes and progress toward their goal.

The self - regulation cycle consists of three phases:

- **Forethought – Plan it.** Must review prior performance and conduct a task analysis.
- **Performance – Practice it.** Set processing goals to implement a learning strategy which in turn should be self-observed along with outcomes.
- **Self- reflection – Evaluate it.** Self - evaluate one strategy and goal achievement. One must consciously adapt to one strategy.

[EarnestoPanadero: https://www.researchgate.net/figure/Self-regulated-learning-cycle_fig1_279446780]

The role of the educator/facilitator who can equip and empower students to self - regulate and support the development of lifelong learning skills

Teachers as learners

Teachers need to be ready to learn in and from practice since the knowledge to facilitate can be fully obtained only with practice (Randi, 2004). Teachers work in a rapidly evolving environment and need to upgrade their teaching skills continuously. (Randi, Corno, & Johnson, 2011). About seventy per cent of teacher learning occurs through everyday learning (Fullan, 2007). Therefore, the popularity of learning opportunities at work is tremendously important and perhaps facilitated through SRL skills.

Teacher as a facilitator

To help students implement self-regulated learning, educators must engage them to provide clear outcomes for each state of the learning task. They must provide tips for students on how to model a task's accomplishment on time. Providing opportunities for peer review and share their feedback on self - reflections.

[Centre for Learning experimentation, application and research]

The Conceptual Framework – Correlation between Motivation and Self-regulated learning

Problem-solving is a crucial process, be it in lifestyle, at work or in college. Problem-solving is that the tactic during which individuals put effort into closing the gap between an initial or current state (also called givens) and thus the goal state. Self-regulated learning is often defined as "the degree to which learners are meta-cognitively, motivationally, and behaviorally active participants in their learning process"(Pintrich, 2000; Winne, 2001; Winne &Hadwin, 1998, 2008; Zimmerman, 2000, 2008)

Self-regulated learning skills are especially important in learner-controlled, online learning environments during which students got to be ready to accurately keep track of their learning process (i.e., monitoring) and have to make complex decisions about what problem-solving task to settle on next during their learning process (i.e., regulation choices).

Self-determination theory predicts that students use more effort and process deeply once they find the training materials interesting. There are several sorts of motivation that may be placed on a continuum of the degree of experienced autonomy. A Student with a high degree of self-motivation experiences volition and psychological freedom. They study because the topic is interesting to them or satisfies them (i.e., intrinsic motivation). Also, doing the task might be valuable for attaining personal goals or development (i.e., identified motivation). However, students who score high on controlled motivation experience a coffee degree of autonomy and knowledge pressure.

The acquisition of competence is strongly dependent on the motivational factor. The learner and situation characteristics are connected. Each aspect of the situation does not have equal power to influence learning motivation and depends on the learner's traits. Both together influence the goal setting, the learner's expectancies and the incentives the person perceives. This variable, in turn, determines both the strength and quality of learning motivation. In SRL, the learner has numerous

degrees of freedom for learning, time on task and the mode of learning activity are relevant mediating variables along with the learner's functional state during learning.

Expanded Cognitive Model of Motivation to Learn

Learning motivation results from the interaction between a person and the situation. The model subdivides into four interactive elements-

1. The perceived situation
2. The action being considered
3. The intended outcome/goal of that action
4. Consequences of attaining the intended goal

Expanded Motivation Model (Heckhausen and Rheinberg 1980; Rheinberg 1989)

The EMM predicts that the motivational strength for a learning activity will be sufficiently high for the action to be performed if the following four criteria are met-

(1) Consequences have a sufficiently high incentive

(2) Such consequences seem highly likely to result from the intended outcome (high outcome-consequence expectancy)

(3) The outcome is strongly dependent on learning (high action-outcome expectancy)

(4) The outcome does not already flow from the current situation (low situation --- outcome expectancy)

Self-regulating students are much more likely to succeed in school. (Motivation Self-regulated Learning)

Self-regulated learners can set goals for themselves; they plan to accomplish their goals. They can focus on different strategies and self-monitor their progress based on the learning outcomes (Sharon, Joseph, Elizabeth, 2011, MERC). Constant support from teachers and peers plays an equally important role in self-regulative learning. Effective Feedback given by teachers includes information on how to improve their work; what they need to improve was also referred to as progress feedback. (Black & William, 1998; Hattie & Timperley, 2007; Sadler, 1998)

The primary determinants of a student's learning outcomes are motivation, engagement and self-regulation (Harris, Graham, Mason, & Sadler, 2002). There is a positive impact on motivation and regulation on academic performance. (Zimmerman, 2008) Learners with quick grasping power may achieve great results.

All individuals learn at a different pace; hence they should not be compared across individuals with different abilities. By teaching students to be more self-regulative, teachers may experience greater success in promoting academic achievement (Brookhart, 2011), motivation (Wigfield, Klauda, & Cambria, 2010) and life-long learning. Also, to create life-long learners, they should be taught the right strategies necessary for that journey. (Sharon, Joseph, Elizabeth, 2011, MERC)
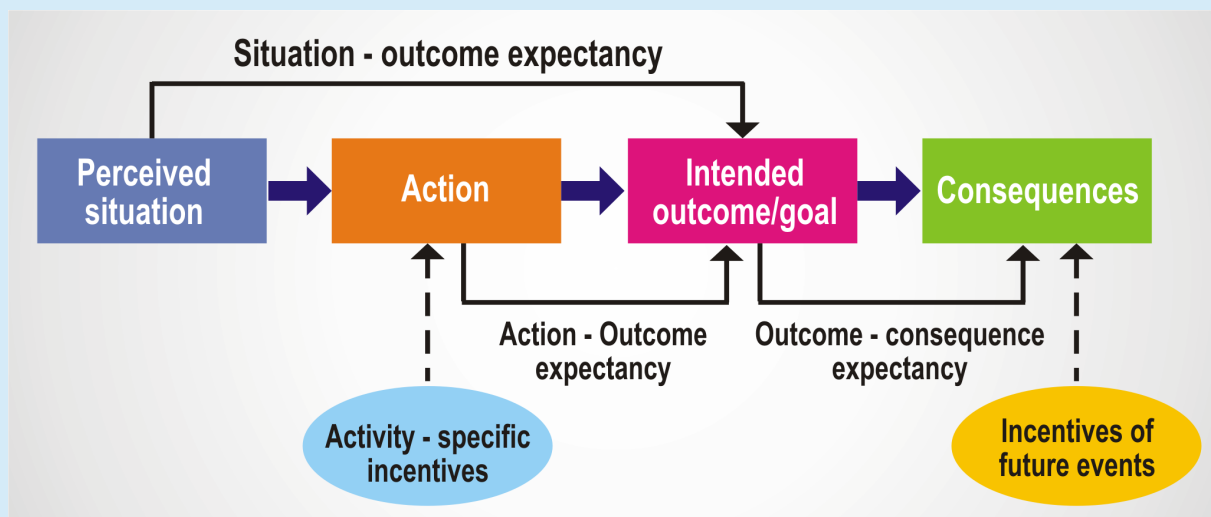
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"Dr Kalam used to say - 'The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.' Changes in the education policy is a major way to provide the nation better students, professionals & better human being."

Self-regulated Learning of Teachers on

Implications of Motivation and Self-regulated Learning

Ninu Ghei, Vanshikha Dhingra, Preeti Gaur, Divya Malhotra and Sumedha Kalra

Advised by Dr Anjali Sharma

The HDFC School, Gurugram

> **'You cannot teach a person anything. You can only help him find it within himself.'**
>
> **Galileo Galilei**

Educators' role is not limited to just imparting knowledge but making their students independently plan, monitor and assess their learning. To discover and try strategies that help us achieve this goal, the educators of The HDFC School participated actively in the professional training programme conducted by Prof. Mukhopadhyay. We realized the importance of connecting motivation and self-regulated learning. We tried research, group-discussions and presentation for the entire school to give a new dimension to the existing curriculum.

The topic invigorated curiosity in us as self-regulation is something that we all value personally. Motivation and self-regulation play an important role in learning, and if implemented effectively, they can improve learning in children tremendously. The groups were formed for the in-depth study, and they included teachers who had been attending enriching sessions by Prof. Mukhopadhyay and had experience in making Flipped Learning Designs.

We started with a team meeting wherein we discussed how to proceed. Having decided how to go about the research, we chose reading material and online resources to study properly. Afterwards, each member researched online and documented their learning. We had another online group meeting to share our thoughts and views. One member was given the responsibility of collating the learning of all the members into one document. Afterwards, two members used the document and other reference material to create a presentation further. Each group member was an equal partner. Together we managed different roles like leadership, gatekeeping, knowledge management, record keeping and documentation, idea generation, etc. There was no distinction based on any parameter. We sought the advice of our coordinator Dr Anjali Sharma, wherever required. Principal Ms Anita Makkar played a crucial role during our research as she provided the necessary direction, leadership and co-ordination. She created an open learning environment, thereby allowing teachers like this to learn, grow and express ideas openly.

The work is done by us as a team was much appreciated. The outcome in the form of a presentation was as per our expectations. It was gratifying to see that we could create and deliver a presentation that was so well received and bolstered our confidence. We were able to bring justice to the task assigned to us as a team.

The process of presentation further contained some steps. We learnt different theories and models adopted by renowned educationists in the process of discussion and research. This was followed by introspection and enlisting the tactics executed by us in our classes and our way of working, which reflects self-regulation. There was further discussion on the effects of self-regulated learning on skill-building in students. All the results were then compiled and collated into the presentation.

The presentation was received very well as it gave a thorough insight into the motivation and self-regulated learning. We tried to explain the implications of self-regulated learning simply and crisply, with real-life examples and case studies. The follow-up discussion, statement and question-answer round helped in clearing doubts and at the same time acted as motivation for the group members as it validated our thoughts and research.

We are looking forward to implanting the strategies in our classrooms and discover new ways we can progress in the same direction.

Motivation and Self-Regulated Learning

Process Documentation

Puneet Rahi, Jagriti Gautam, Shally Arora and Tannu Sharma
The HDFC School, Gurugram

Under the visionary guidance of Prof. Marmar Mukhopadhyay, our Principal Mrs Anita Makkar brought forth this assignment to our coordinators and invited volunteers from amongst the teachers who would wish to take the assignment- writing a short note on "Self-Regulation and motivational theories; its impacts on K-12 education".

From our department, four of us presented our names and hence began this learning experience.

The first thought that occurred in our minds for this exercise was that we might have to write an article on this, and this can be done through research and reading theories related to it on the internet. However, the topic itself was so interesting and thought-provoking that it led us to introspect and ponder our thoughts on what we understand from these terms and what keeps us self-regulating? Motivating? And how it had helped us over the years, how can it have possible impacts in our classroom, our students, what we are passionate about, which has kept the light of self-regulation ignited in our daily lives before searching on the internet.

We started reading various articles on our own and scheduled meeting after a day when we showed our interest to write for more theoretical knowledge and different perspectives. In the meanwhile, we all had gone through some research on the same.

Meeting for the first time on Teams (Microsoft) for this assignment made us aware of the deadline, members of the team, thought-process; each of us discussed the direction in which we all shall

proceed further. This could only come when each of us presented what we had understood from it and how we will collaborate our contribution to the article writing on the same.

However, this was not enough. As a team, we understood that the percentage of implications should be 75 per cent and the rest 25 per cent. We can keep presenting the conceptual information and theories concerning Self-regulation and motivation. We all sent our contribution to Puneet Rahi, being the English educator, collated the information and gave the final shape to the article as decided in the meeting.

We assumed the task had been accomplished, but, to our surprise, a few days later, we got to know that we shall have to make a presentation in front of all our colleagues and mentors. And all of us were very excited to extend our contribution this time too. We all had the spirit of making the best presentation slides. This team spirit took us to start scheduling meetings, deciding who will do what, how, by when etc. We presented our personal and researched ideas in the meetings scheduled on 27 & 28 November 2020. Then Ms Puneet gave the final shape to the Presentation after receiving slides from each one of us. The next task was to decide who will explain when and for how much time. For that, we scheduled one

more meeting to check whether we all are going at a smooth pace with our ideas & information and expressing what we abide by. Majorly, we all four consulted each other, as well, as Ms Tannu consulted Col. B.S. Braria has been associated with education.

We all strongly feel that there is always a scope of Improvement as more skimming of texts does bring more clarity and actual understanding and interpretation of texts. We are sure that each one of us must have rehearsed several times by keeping a stopwatch as the theme itself is related to real-life experiences, and taking actions with more passion and speaking on this can consume hours and hours. With this task, we all could reflect upon our experiences; we could get the answers for what keeps us personally so motivated and what is that generates passion in each of us, which has been transcending in our classroom environment for years.

Thank you for letting this undermined yet so significant personal question resolved through such a mesmerizing and learning exercise altogether! We feel that the time left for our team to present was less at the end. Nonetheless, we thoroughly enjoyed listening and learning from other teams with expert observations at the common platform!

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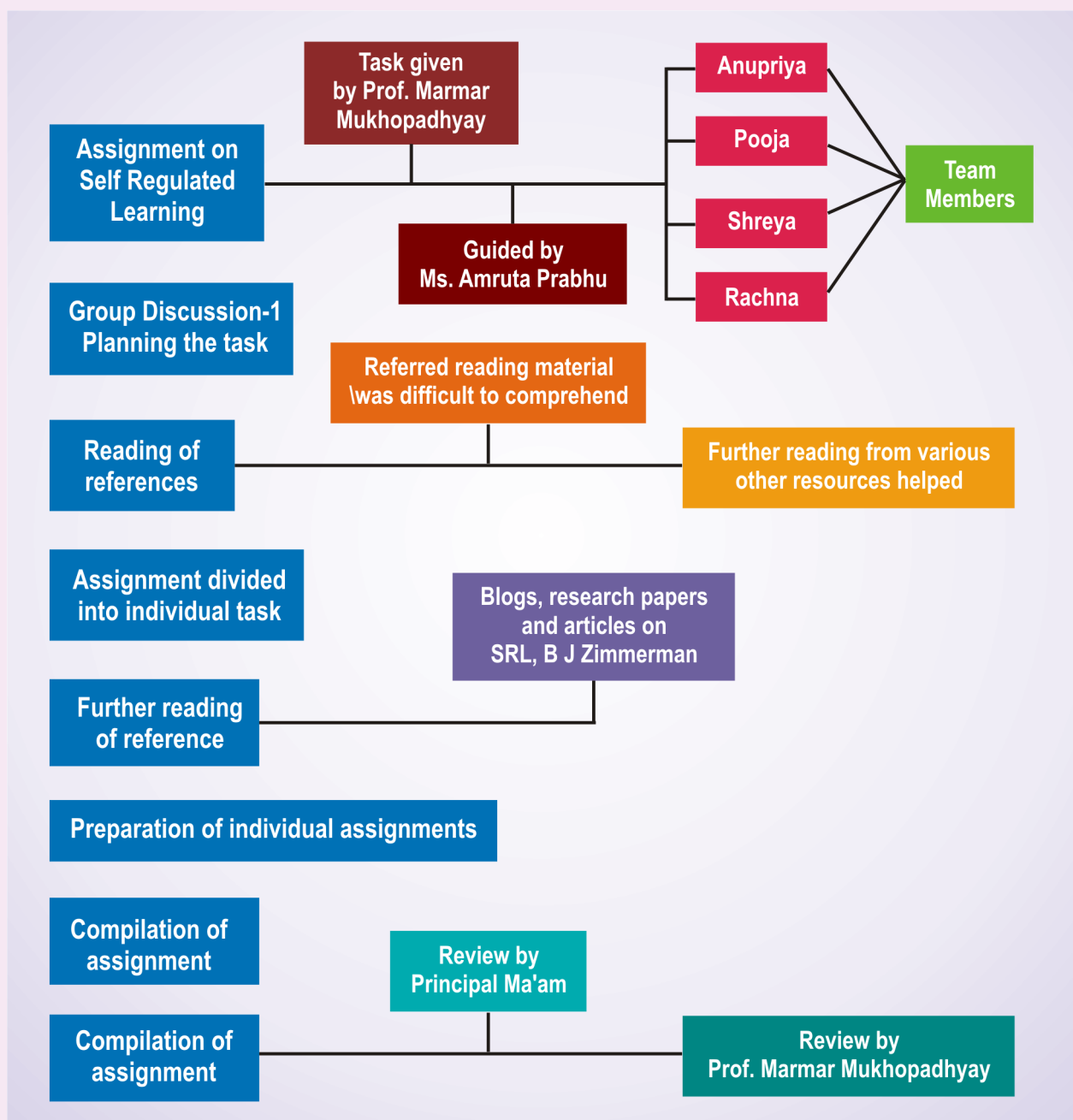https://thelearningexchange.ca/videos/self-regulation-the-teachers-role/

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Exploring Learning
(Self-regulated Learning and Motivation)
Process Documentation

Anupriya Chellani, Pooja Rai, Rachna Gole and Shreya De

The HDFC School, Pune

- Task given by Prof. Marmar Mukhopadhyay
- Assignment on Self Regulated Learning
- Anupriya
- Pooja
- Shreya
- Rachna
- Team Members
- Guided by Ms. Amruta Prabhu
- Group Discussion-1 Planning the task
- Referred reading material \was difficult to comprehend
- Reading of references
- Further reading from various other resources helped
- Assignment divided into individual task
- Blogs, research papers and articles on SRL, B J Zimmerman
- Further reading of reference
- Preparation of individual assignments
- Compilation of assignment
- Review by Principal Ma'am
- Compilation of assignment
- Review by Prof. Marmar Mukhopadhyay

Source of the idea/task

Professional development is a process of recording and reflecting on learning and development, tracking and documenting the skills, knowledge and experience that teachers gain both formally and informally as they teach.

Professional development for teachers should always focus on improving and evaluating the learner's outcomes underpinned by robust evidence and expertise. Keeping the need of this continuous development as the context and the learning, Prof. Marmar assigned a research task to a team of teachers, which was then delegated to the four-team members by our mentor Principal Amruta Prabhu

The first reaction to the exercise

Initially, the task of doing research and presenting our inputs felt quite overwhelming. The topic, though a known one, we felt would be a difficult one to present in black and white. Moreover, the reference paper seemed a little difficult to understand. However, once we referred to several other research papers on the topic, we geared up to the idea of presenting our report.

Group formation

The Principal designated the task to section coordinators, who took it upon themselves to spearhead and research the topic. Post a brainstorming session, the team members decided to divide the work amongst themselves and continued to meet and exchange research material relevant to the topic.

Setting out to work

Initial meeting- We first met to discuss the execution plan.

Reading of references

Division of work -We read the references and tried to create the outline for our work. We divided our work into four small tasks –

(a) SRL, its significance and components

(b) Models of SRL

(c) Motivation and SRL

(d) Role of a teacher to promote SRL in the classroom

All four of us read the references and various other articles, blogs and research papers and prepared our part of the report. All the subtopics were compiled together, and editing of the report was posted multiple proofreadings.

Discussion group- Mutual consultation and discussion were conducted among the group members. The discussion happened on a virtual platform through Microsoft teams. We had three online meetings. The major challenge was understanding the suggested readings. Various other resources were required to comprehend the concept.

Once the team was formed, discussions happened, and the sub-topics were further divided to each member. All four members contributed equally to the research work. The research was carried out by reading many papers, journals on the topic. During the pre-writing stage, all the members discussed the learning goal and also came out with creative ideas to present the topic. The team had synchronous meetings to clear lines of communication throughout the writing process and presentation.

Role of Principal

From time to time, we consulted our Principal Amruta Prabhu. The principal played an active role in providing guidance, support and encouragement to all of us. She partnered with our progress and gave her valuable feedback during the process of research. The team met with Ma'am at regular intervals, and she gave her insights into the work. She gave us constructive feedback and appreciated our progress and efforts.

What is your self-assessment of the quality of the document prepared by you?

While working on this document, we needed to

cover and convey all aspects of the given topic. There is always a very high risk of misinterpretation of a text if it fails to convey the idea. To ensure that we do not fail in our endeavours to understand and then record our learnings, the following measures were taken:

- All the theories studied were verified from various sources. At least 2-3 different sources were read on the same sub-concept to decipher the theory's meaning and purpose.

- We also searched for counter-argument, if any, to eliminate contradictions in the text.

- A checklist with the below-mentioned parameters was referred to:
  o Research
  o Include facts and figures
  o Be specific
  o Check the flow of ideas – the structure of the Document
  o Mention sources
  o Check for plagiarism
  o Use relevant Mind maps/ images for pictorial representation

- Proofreading was done at multiple levels. While 4 of us worked on the document, it was read multiple times to check for correct structure, grammar and punctuations.

- Our mentor and principal, Mrs Amruta Prabhu, gave us her reviews. The feedback was taken, and revisions were done accordingly.

Preparation for the presentation

Once the document was shared with Professor Mukhopadhyay, a presentation was to be made in the presence of him and the Principals of the three schools and teachers.

The structure of the presentation was as follows:

- o What is Self-regulated Learning?
- o What are its stages
- o Conceptual Framework – Components of Self-Regulated Learning
- o Correlation of Motivation and Self-regulated Learning
- o Strategies to be used to enhance Motivation and thus facilitate Self-Regulated Learning
- o Role of a Teacher

The presentation was well-received by the audience. The Principals gave their insights through discussions and question-answer sessions. However, a few questions were raised that were left unanswered, which has left us curious, which is believed to be a good sign as we will crave further learning. The forum brought together all three schools and gave a platform for discussion. It also gave a perspective of each school on the given topic. We can conclude by saying that it has given us Food for Thought, something to work further on and discover how we can potentially improve students' motivation level and help them become Self-Regulated Learners. What we have discovered so far is just the tip of the iceberg. There is a lot to learn and explore further.

Motivation and Self-Regulated Learning

Self-regulated learning is the self-directive process through which learners transform their mental and physical abilities into task-related skill.

- B.J. Zimmerman

"Self-regulating Students are much more likely to be successful in school, to learn more, and to achieve at higher levels. Accordingly, schools and classrooms need to attempt to foster the development of expertise in self-regulated learning."

- Prof. Marmar Mukhopadhyay

A good teacher is the one who keeps learning, and good schools certainly keep raising the bar and invest in time and resources for the continuous professional development of teachers. Professor Mukhopadhyay, a renowned author and eminent educationist, is an enormous storehouse all by himself with his rich experience and expertise in the teaching-learning process.

As a designated academic auditor of The HDFC Schools, he had assigned the schools to write research papers and make a presentation on Motivation and Self-Regulated Learning. A webinar was arranged where Gurugram and Pune schools' team members made presentations on the topic. The session was flanked by the Education Leader and Principal of The HDFC School Gurugram, Ms Anita Makkar; Principal of The HDFC School Pune, Dr.(Ms) Amruta Prabhu and Principal of The HDFC School, Bengaluru,

Ms Parvathy Seshadri, in the presence of Professor Mukhopadhyay himself. The session was attended by all the teachers from the three schools.

All three presentations emphasized how Self-Regulated Learning (SRL) is central to the development of creating & nurturing life-long learners. The teams highlighted the stages of Self-Regulated Learning and the conceptual framework, including various components of the SRL Theory. They all stressed the SRL model's characteristics and components and how goal planning, self-practice, and self-evaluation are intrinsic to attaining the SRL techniques.

As Motivation plays a major part in adopting the SRL model, the teachers and mentors play a pivotal role. They facilitate the same through constant encouragement and hand-holding, which enhances the impact of Self-Regulated Learning.

The three Principals present agreed that Self-Regulation is initially driven by controlled motivation and gradually becomes autonomous if the teacher shows the right direction and encouragement. It is a very slow journey, and thus teacher needs to take care of the child's aptitude for learning; understand the factors and results that

ignite a sense of achievement in his/her learners; make his/her subject interesting; create curious learners who have a greater thirst for knowledge and are aware of the challenges that students might face during the process.

Ms Anita Makkar, Education Leader & Principal, moderated all three presentations and summed up their valuable contribution to enriching the session. Principal Amruta Prabhu and Principal Parvathy Seshadri made observations on the themes and the presentations. Prof. Mukhopadhyay, in conclusion, appreciated the team presenters' efforts wholeheartedly and guided them with valuable inputs to be noted for future presentations. He then dwelt upon upskilling of all interested teachers for a certification course that could be self-paced and self-driven. Still, He would be evaluated by him before the final approval and certification. All teachers willingly accepted the challenge and assured him of proving their aptitude and competence through the certification course.
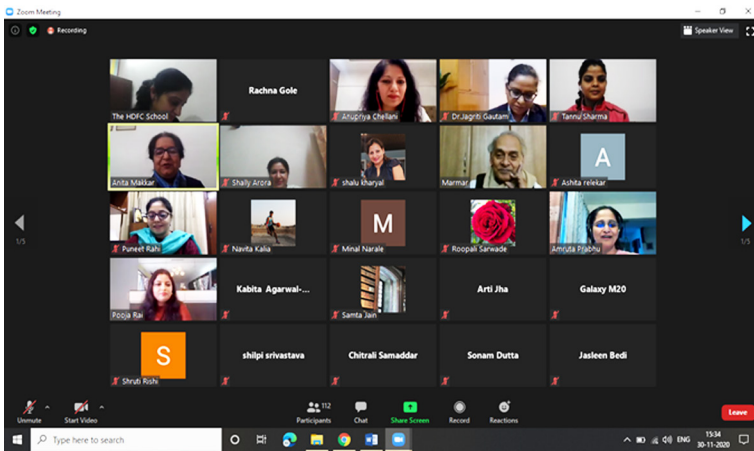
To sum up....

Innovative Staff Developers

Ms. Anita Makkar, Principal ,The HDFC School, Gurugram

Dr. (Ms.) Amruta Prabhu, Principal, The HDFC School, Pune

Ms. Parvathy Seshadri, Principal, The HDFC School Bangaluru

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