

Self-motivation, Constructivism, and Self-Regulation:

Discussion and application of theories

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**Abstract:**

Self-motivation, constructivism, and self-regulation are three theories that are intrinsically connected and complement each other well within the classroom. Recognizing how to utilize these theories and apply them to teaching benefits students in many ways. Students learn how to become self-motivated learners that are active participants in their learning and engaged in their education. It is incorrect to assume that students know how to be self-motivated and reflective learners and therefore teachers must model and teach students how to reflect upon their learning experiences and understand and identify how their affect, behavior, and cognitive (ABC's) thoughts interact and work together. When students can understand these important aspects of their learning, they can become self-motivated and reflective. To implement these theories in classrooms, teachers should teach students about reflection and how the firing order of their ABC's interact in different ways which in turn can influence their learning. Throughout the activities outlined, self-motivation, constructivism, and self-regulation are implemented to show how each theory can be used in the classroom. There are in depth procedures for each activity that outlines how each lesson utilizes each theory to help students become successful, reflective, and self-motivated learners. Additionally, each activity outlines an assessment plan that can be used to monitor student achievement and help students who are struggling. Because no theory is implemented perfectly, it is important to take note of several pros and cons to each theory and be aware of possible challenges when implementing them. When modeled correctly, self-motivation, constructivism, and self-regulation can build upon one another helping to scaffold the learning process and create success both inside and outside the classroom.

*Keywords: Self-regulation, Constructivist, Self-regulation, ABCs, Implementation, Assessment, Rationale*

## Theories

### Self-motivation

Most literally, motivation means, “to move in the direction of our choosing” (O’Keefe & Berger, 2014, p. 107). It is important for individuals to control their own motivation, that is, to self-motivate. According to O’Keefe and Berger (2014), “Since motivational triggers and challenges are unique to each of us, positive motivation is best maintained by connecting self-management methods directly to our personal ABC interactions” (p. 129). For each student, the ability to understand and manage his or her affect, behaviors, and cognitions should lead to improved motivation. Bandura and Schunk (1981) state that, “self-motivation relies on the intervening processes of goal setting and self-evaluative reactions to one’s own behavior” (p. 586). In order to self-motivate, the student must first identify the specific goal to be achieved. Next, he or she must select the appropriate method of reaching the specified goal. Ford’s (1992, as cited in Roeser & Peck, 2009) theory of self-motivation propounds that, “goals, personal agency beliefs, and emotional arousal processes are all key motivational constructs that organize around situational demands and affordances and serve to ready the organism to act to attain a particular aim” (p. 120).

Self-motivation can be managed at three junctures: pre-task, during task, and posttask. At each of these points, it is essential that students understand their personal affect, behavior, and cognitions and how to manage these to become and maintain as self-motivated as possible. Students must comprehend that, “Identifying our ABC firing order reveals much about our motivational patterns and will tell us which component serves as the *trigger* that sets off our motivation” (O’Keefe & Berger, 2014, p. 131). Once the trigger and firing order are identified,

these pieces of information can be used in order to increase or maintain motivation for a particular task.

Self-motivation is closely tied to self-regulatory processes. According to Schunk (2016), “People motivated to attain a goal engage in self-regulatory activities they believe will help them” (p. 428). According to self-management theory, “By reflecting on their ABCs, students are able to distinguish the ABCs of their ‘learning styles’ so to speak, and in doing this, gain specific insight and data on themselves (their individual ABCs) that they can then use to change their motivation” (Berger, 2016, Motivation Forum posting). Students’ ability to identify and, if necessary, change either their affect, behavior, and cognitions about motivation is an essential skill. The ability to self-motivate is directly linked to this ability. Zimmerman, Bandura, and Martinez-Pons (1992) reiterate this fact by stating that, “student self-beliefs of efficacy to strategically regulate learning play an important role in academic self-motivation” (p. 674).

### **Constructivism**

Constructivism is not a theory of learning, but rather an explanation about the way that learning takes place. According to Airasian (1997), “Constructivism describes how one attains, develops, and uses cognitive processes” (p. 445). Different schools of constructivism exist: Piagetian, Vygotskyian, social, and holistic. Piagetian constructivism aims to develop the logical thinking ability of the student through student directed experimentation that is spontaneous in nature. The role of the teacher is to create these experiences, and to facilitate the adjustment of the learners’ understanding through questioning. In Vygotskyian constructivism, an interaction between the student and teacher occurs in relation to the subject matter such that the learner can develop self-regulated attention and conceptual thinking. Social interaction through discourse communities is emphasized in social constructivism, and is important in the further development

of the cognitive processes learned by each student. Finally, holistic constructivism stresses “student ownership of the learning process and the outcomes” (Green & Gredler, 2002, p. 55) and asks the teacher to create and facilitate tasks that best fit the needs of each student in the learning environment.

Though these four schools place emphasis on different parts of the learning process, they share two basic assumptions. First, “learners actively construct their own knowledge rather than receive preformed information” (Green & Gredler, 2002, p. 53). As regards the attainment of knowledge and cognitive processes, constructivism propounds that “people create knowledge from the interaction between their existing knowledge or beliefs and the new ideas or situations they encounter” (Airasian, 1997, p. 445). Constructivism assumes that “persons, behaviors, and environments interact in reciprocal fashion” (Bandura, 1986; 1997; as cited in Schunk, 2016, p. 298) in the formation of knowledge. As individuals interact with their environment in order to develop a new and different understanding, both become changed.

The second assumption shared by the different school of constructivism is that in order to facilitate a learning process whereby learners develop their own knowledge, “curriculum emphases, classroom interactions, and classroom dynamics must change in major ways” (Schlechty, 1990, as cited in Green & Gredler, 2002, p. 54). Teachers who use constructivist principles in the classroom must “structure situations such that learners become actively involved with content through manipulation of materials and social interaction” (Schunk, 2016, p. 299). A student directed approach to learning “attempts to follow student interests as much as possible, integrating materials across subject areas” (Matthews, 2003, p. 60). In order to do encourage student directed learning, a learning process must be implemented that includes student-centered learning, social interaction between small groups of students, authentic problems to be solved,

and the acquisition of new knowledge through learning that is self-directed (Gijbels, Van De Watering, Dochy, & Van Den Bossche, 2006). Windschitl (2002) recommends that in constructivist classrooms, students participate in activities that require them to “explain ideas, interpret texts, predict phenomena, and construct arguments based on evidence” (p. 137), while teachers must “employ a variety of assessment strategies to understand how students’ ideas are evolving and to give feedback on the processes” (p. 137). In order to assess whether the learning environment is successful, the teacher must assess both the products and processes used by the student.

### **Self-regulation**

Spruce and Bol (2015) state that in the process of self-regulation, “individuals actively manage learning by monitoring their progress and selecting appropriate cognitive strategies to accomplish academic goals” (pp. 246-247). Self-regulation, as described by Zimmerman, Bonner, and Kovach (1996), is a cyclical four-part process, comprised of self-evaluation and monitoring, goal setting and strategic planning, strategy implementation and monitoring, and strategic outcome monitoring. Various other researchers have identified such self-regulatory skills as “setting goals, applying and adjusting strategies to attain them, monitoring performance and progress, maintaining motivation and positive affects and beliefs about learning, and utilizing social and environmental resources to attain goals” (Lord, Diefendorff, Schmidt, & Hall, 2010; Zimmerman, 2000; as cited in Schunk, 2016, p. 397).

Though there are a number of different theories of self-regulation, all share a number of common premises. One of these premises is that a self-regulated learner is “behaviorally, cognitively, metacognitively, and motivationally active in learning and performance” (Schunk, 2016, p. 438). Learners who are competent at self-regulation skills often experience greater

success than students of equal ability who are not. Pintrich (1999, as cited in Wolters, 2011) states that, “self-regulated learners are characterized as highly motivated students who are eager to provide effort and to persist at academic tasks even when they are not externally compelled to do so” (p. 266). It is clear that there is a direct link between self-regulation skill and motivation. By increasing self-regulatory ability, motivation may be increased as well. Pintrich (2004) states that, “In the same manner that learners can regulate their cognition, they can regulate their motivation and affect” (p. 395). Regulation of motivational factors includes goal orientation, self-efficacy, task value beliefs, and interest level in the task. Closely related to motivational control is the concept of self-management. Schunk (2016) states that, “Self-regulated learning involves behaviors, as individuals regulate their actions to keep them focused on goal attainment. Individuals also regulate their cognitions and affects” (p. 438). As defined by O’Keefe and Berger (2014), self-management is “the ability to take charge of our affect (A), behavior (B), and cognition (C) in order to accomplish our goals. By understanding the interactions between and firing order of these three components, students can better manage performance and move towards the achievement of their goals.

A second shared premise of self-regulation is that it is dynamic and influenced by feedback. Traditionally, feedback is provided to the student from an external source, such as the teacher. In self-regulated learning, the learner is the source of much of his or her own feedback. By “monitoring these processes of engagement and the progressively updated products they create generates internal feedback. This information provides grounds for reinterpreting elements of the task and one’s engagement with it, thereby directing subsequent engagement” (Butler & Winne, 1995). Social cognitive theories of self-regulation stress that as the student engages with the material, he or she engages in three processes: self-observation or monitoring,

self-judgment, and self-reaction (Schunk, 2016). By constantly evaluating how he or she is progressing towards a goal and adjusting his or her behavior accordingly, the cycle of feedback becomes a powerful tool.

### **Rationale**

According to Boekaerts and Cascallar (2006), a self-regulated learner “has control over his own learning, steering and directing cognitive and motivation processes to achieve the learning goal” (p. 200). This statement clearly illustrates the connections and interactions between the student-driven constructivist learning environment, self-motivation, and self-regulatory ability and skills. A student who is self-motivated to find success in the classroom will employ the relevant self-regulatory skills in order to fully engage in a constructivist learning environment.

### **Implications for classroom instruction**

A teacher who wishes to employ the principles of constructivism must organize the classroom and activities such that material is discovered through authentic tasks and problems. The responsibilities of the teacher include presenting enough background information to give students a base of initial knowledge, and setting out authentic activities designed to help students create a better understanding of the concepts. Teachers should structure activities such that they elicit the type skill required by the learning outcome. Schunk (2016) states that, “The instructional implication is that teaching methods should reflect the outcomes we desire in our learners” (p. 301). Since a constructivist learning environment allows for much freedom for the students, it is essential that they have a solid base of self-regulatory skills. In order to work successfully in such a setting, students must understand how to carry out processes such as, “setting goals, monitoring and evaluating progress, and going beyond basic requirements by



exploring interests” (Bruning, Schraw, & Norby, 2011, as cited in Schunk, 2016, p. 299).

Enabling students with these skills must be a teacher focus as well. An additional requirement for teachers that is necessitated by the freedom of a constructivist learning environment is that they also assist students to understand the development and maintenance of self-motivation through the management of their affect, behavior, and cognitions around the specific content and curriculum goals.

### **Implications for student learning**

Constructivism assumes that students are active learners and have the ability to develop their own knowledge. In order to do so, students must be self-motivated, as teachers take a lesser role in a constructivist classroom. Learners who are not motivated to engage actively in authentic activities may not develop the necessary understanding of the content being covered. Students must understand both how to self-motivate and how to apply self-regulatory skills. They must be attentive to teacher feedback and must apply this feedback along with their own internal feedback gleaned from self-observation and self-judgement to make necessary changes to their approach to achieving their goals.

### **Activities**

**Grade:** 9<sup>th</sup>

**Objective:** Improve students’ awareness of their ABCs, gain knowledge regarding the treatment of people with intellectual disabilities, reflect and practice goal setting and self-regulation.

### **Introduction:**

To encourage total participation and student engagement, teachers must understand that learning does “not occur in isolation” (Schunk, 2015, p. 318). Instead, students should learn from one another and the world around them. By learning from one another, students will be

engaged in their learning process and become familiar with their learning styles. This in turn helps them become better learners. Through reflection and goal setting, students can begin to recognize their ABCs and how to stimulate motivation. High school students tend to give up easily because the process of transitioning into a new school is overwhelming. However, by teaching students about the firing order of their ABCs, teachers can help students overcome their negative and distorted thoughts. This will encourage self-motivation and self-regulation.

Students have just finished reading Of Mice and Men where the main character, Lennie, was intellectually disabled. The book is set during the Great Depression and students are aware that people with intellectual disabilities were not treated well. To help students learn about the treatment of people with intellectual disabilities during the first half of the 20<sup>th</sup> century, students will be researching this in greater depth. The goal of the research is to help students understand why George made his final decision to shoot Lennie and why his hand was forced. As this is an important, yet challenging, assignment students will have sufficient guidance, but will also be expected to reflect and work with their peers. Schunk (2015) explains that students can “become actively involved with content through manipulation of materials and social interactions” (p. 299). Therefore, students will have multiple opportunities to socialize, observe, and learn from one another. Students will be working in pairs as well as observing and learning from these observations. Through these social interactions, students will begin to reflect and keep a journal of their thoughts to reflect upon their ABCs. This process will allow students to recognize their negative and distorted thoughts and practice how to thought-stop and stimulate positive motivation and self-esteem. Additionally, students will set a goal at the beginning of the unit. This goal will be reflected upon periodically throughout the unit with the final reflection being when students hand in their final paper. Then, students will reflect upon their goal and identify

how they met the goal and in what areas of their learning needs additional attention and support. The end goal is again for students to understand how the firing order of their ABCs affects their learning.

### **Activity 1-Self-Motivation**

**Concept:** Reading Buddies

**Time Frame:** 1 class period with Reading Buddies

1 class period for brainstorming/reflection

**Materials:** Collaboration with a 4th grade class, grade appropriate nonfiction articles, a selection of picture books, and the self-motivation worksheet.

#### **Outcomes:**

- Students will assist a struggling 4<sup>th</sup> grade partner with an assigned non-fiction reading.
- Students will observe and make process notes for their partner's progress.
- Students will compare their observations with their own experience reading.
- Students will brainstorm ways of establishing and maintaining positive ABCs towards reading.

**Implementation:** Reading is an area where many students struggle. Since it is a difficult activity for them, they may have low motivation for the task, and may also have low self-esteem. This activity is designed to help ninth grade students recall some of the enjoyment they had when reading texts that interested them, as well as to identify ABC interactions in their Reading Buddy that may be negative. By explicitly identifying ABCs in their partner, they can be encouraged to reflect on their own ABCs. Motivational tricks that worked with their Buddy may also be adjusted to work for them as they approach reading assignments. Through this activity, students can learn to self-motivate. As teachers, we can help our students maintain and regain their

motivation through discussing their progress and their thinking. To achieve this goal, we can guide the students in self-reflection, and we can provide realistic and encouraging feedback.

Opportunities for these can occur at all three time junctures mentioned in the chart below:

pretask, during task, and posttask. For students' self-evaluations to be beneficial, teachers must teach ways of avoiding cognitive distortion and self-talk. Examples of distortions we may find in student self-evaluation include filtering, catastrophizing, global labeling, overgeneralizing, and mind reading (O'Keefe & Berger, 2015, p. 197). Teachers must also help students to identify which of their beliefs about themselves might be dysfunctional. By helping students identify ways of reducing distorted thinking and dysfunctional beliefs, teachers should see a rise in self-esteem. This increase in self-esteem may also lead to a greater ability to self-motivate towards tasks like reading. To help encourage students to feel excited again about reading, students will be paired with elementary students and observe and reflect upon how their partner reads and in which areas their partner may stop or struggle. Observing and learning from a peer will allow the 9<sup>th</sup> grade students to reflect upon their own reading and identify ways they can improve. Below lays out the procedure of the lesson:

**Procedure:**

1. Ninth grade students will be paired with a reading partner, each of which is a struggling fourth grade reader.
2. Students will be given the task of assisting their partner to complete an assigned reading. The fourth graders will have a non-fiction article picked out. The teachers should work with another to pair the 9<sup>th</sup> grade students with a 4<sup>th</sup> grade student that is reading about a topic that interests both. This will encourage excitement from both students since they will be able to read and discuss something that is interesting to both students. This will result in positive self-motivation.
3. The 9<sup>th</sup> grade students will make notes about times that their partner struggled as well as any comments they heard their partner make as they read.
4. Next, the students will read a simple picture book aloud to their partner and make similar notes of any comments their partners make while listening.

5. Reading a picture book, preferably one that was read to them when they were young, will encourage positive feelings (A) which should hopefully encourage positive behavior in the classroom (B).
6. After the 4<sup>th</sup> grade partners return to their own class, the 9<sup>th</sup> grade students will come together to discuss the experience. As a class, they will share their observations of the activity. When did the fourth graders struggle (B)? What comments did they make (C)? How did they seem to feel (A)? How did they feel when they read aloud (A)? Was it enjoyable (A)? If the 4<sup>th</sup> grader was struggle, did this hinder their reading (B)? Were they discouraged (B)? Did negative thoughts result in stopped behavior? (B)?
7. The class will relate their own reading to that of the fourth graders. Is it easy for them to read, or do they struggle (B)? How do they feel about reading (A)? What thoughts do they have about the process (C)?
8. Next, the class will discuss the ways they encouraged the fourth graders to get excited about reading, to sustain their effort when the reading was difficult, and to be motivated towards finishing the reading. This should help the students see how they can in turn motivate themselves when they are feeling discouraged or having distorted feelings.
9. Each student will reflect on the ways that were successful with the fourth graders, and brainstorm similar strategies that they believe will be effective for themselves. This will allow for students to journal about their distorted and dysfunctional thoughts and identify areas they are improve.
10. Students will then be given a chart entitled “Pre-task, during task, and post-task.”
11. This chart can be created as a class by taking time to brainstorm why students may not feel motivated to read, and then work to brainstorm strategies that can be helpful to stimulate, maintain, and regain motivation.
12. With teacher guidance, each student can fill in a chart with a list of motivational strategies that they will use to help them stay motivated when reading.
13. After students have completed the chart, the teacher can conference with the students.
14. When students reflect, they will be given a booklet that will be labeled “Journal for Healthier Self-Esteem” (O’Keefe & Berger, 2015, p. 211). Students will be asked to reflect each week on their feelings (A), behaviors (B), and thoughts (C). Identifying these areas will then allow students to remember their interactions with the 4<sup>th</sup> graders and being to regain and stimulate self-motivation.
15. In the appendix, there is a detailed chart listing actions specific examples of reflections for stimulating, maintaining, and regaining motivation for reading, similar to what the class might brainstorm in steps 6 and 7.

### **Activity 2- Constructivism**

**Concept-** Through research, interviews, and social interactions, students will understand the treatment of people with intellectual disabilities during the first half of the 20<sup>th</sup> century.

**Background:** Students just finished reading Of Mice and Men. This project will allow students to fully understand George's final decision and to better understand the treatment of people with disabilities during the first half of the 20<sup>th</sup> century.

**Research Question:** Explore the history of the treatment of individuals with intellectual disabilities.

**Time Frame:** 1-2 weeks

**Outcome:**

- Students will define intellectually disabled and explain how the treatment of the intellectually disabled have changed and developed throughout the 20<sup>th</sup> century.

**Implementation:** Students may be unfamiliar with the way in which people with intellectual disabilities are treated, especially during the first half of the 20th century. Through socialization and student-centered learning, this activity will implement constructivism theories to help students be more active participants in their learning. While completing this assignment, teachers should be aware of several criticisms of constructivism. For one, teaching in a constructivist perspective is time consuming. It is time consuming to construct authentic assessment that encourages independent thinking and analysis. However, it is crucial to help students become deeply connected with their learning. When students do not feel a connection to their learning, they will not be motivated to work hard which in turn decreases self-motivation. Additionally, as Schunk (2015) pointed out numerous times, constructivism can be difficult to assess student achievement. There are also many different perspectives to constructivism so it can be hard to determine which theory to use to assess student learning and develop curriculum. Furthermore, sometimes a district does not allow room in the curriculum to develop authentic tasks such as fields trips, speakers, or extra activities such as capabilities week.

These deterrents discourage teachers to utilize constructivism in their classroom. In the exercise below, these criticisms only hold a small truth: time. Yes, it is time consuming to create a web quest and encourage students to discover different truths and understandings. However, taking this time only benefits both the teacher and students. This project does allow the teacher to provide social interactions and Socratic seminars and allow students to engage in activities outside of the classroom. It also allows the teacher to collect data and assess students learning because of the writing component and presentation at the end. Below lists the procedure for the lesson:

**Procedure:**

1. Students will be put into *cooperative learning groups* with no more than three students. These groups will be constructed based on students' abilities and interactions with one another. Learning in this setting will allow for students to learn in a student-centered environment rather than teacher-centered.
2. Each group will be given a KWL chart and asked to fill it out based on their previously constructed knowledge from reading *Of Mice and Men*. Each student will be assigned a task: a writer, a presenter, and a researcher. Giving each student a role, will actively involve each member of the group and help them to work together to rearrange their beliefs by asking questions and working together.
3. Students will be given chart paper and instructed to create their chart on the paper and be prepared to share with the class. This will allow for social interactions and the ability for students to learn from one another.
4. Students will be encouraged to question the treatment of Lennie and why this was wrong. Additionally, students will also be encouraged to question one another's presentations. By giving students this opportunity, they can apply their previous learned knowledge to help one another understand the treatment of Lennie and George's final decision.
5. Each group will then be given access to a Chromebook and the teacher will explain that students will be conducting a [web quest assignment](#) in which they must explore their research based question (how the treatment of individuals with intellectual disabilities have been treated).
6. The role of each group member will change as each group member should be researching at least two questions, writing about it, and sharing it with her group members while then creating a presentation for the class.
7. The web quest contains non-fiction articles, videos, testimonies, and images that explain the treatment of individuals with intellectual disabilities. Within in the

project, students will be having to research more about treatments that people with intellectual disabilities were subject to and this section allows students to research any treatment that they are most interested in learning more about. This gives students choices which help peak their interests and thoughts towards (C) toward the project.

8. Before the project is due, students will participate in capabilities week at school to raise awareness for people with disabilities. This will allow students to construct more knowledge and apply their knowledge to better understand the treatment of people with disabilities.
9. Students can interview people with intellectual disabilities, or can observe and participate in different activities. This socialization help students to learn in a different setting and encourages students to “challenge their thinking and force them to rearrange their beliefs” (Schunk, 2015 p.302).
10. Students will have one week to complete the activity and share it will the class.
11. The teacher will act as facilitator and help students where needed.
12. Throughout the research and writing process, students will be writing in their self-esteem journals and keeping track of their feelings and thoughts of the experience.

### **Activity 3- Self-regulation**

**Concept:** Self-monitoring & goal setting reflection

**Time Frame:** 1 class period (However, reflection should be done throughout the unit. Students should be writing in their self-esteem journals)

**Outcome:**

- Students will determine the firing order of their ABCs and how this affects their learning.
- Students will identify how they achieved their goal from the beginning of the unit.

**Implementation and Procedure:** Self-regulation is imperative to student learning. Schunk (2015) cites Zimmerman (2001) in stating that the aim of self-regulation is to “reduce dysfunctional behaviors and replace them with more adaptive behaviors” (p. 399). Throughout the unit, students have been keeping a self-esteem journal and keeping track of their thoughts, feelings, behaviors, and reactions. The class has had periodic discussions about these journals



and identified the ABCs and how these were affecting students' success. Additionally, students have filled about a self-motivation chart to brainstorm effective ways to stimulate, maintain, and regain motivation. Each of these activities are self-regulation strategies because they teach students to be reflective and think of about their learning. At the beginning of the unit, students were instructed to set a goal and work toward it. On the final day of the unit, the teacher should reference this goal and have students reflect on how the goal was met, or not met. Students should identify how the goal was met: what steps were taken, where they struggled, how they overcame these struggles, and how it feels (A) to have met this goal. By answering these questions, and reflecting upon the unit students can reflect and essentially self-monitor throughout the unit. If the goal was not met, the students should identify why it was not met and how it makes them feel. They should also identify areas in which their ABCs affected their success. For example, what distorted thoughts affected the process? After reflecting, the class can discuss goal setting and how it feels (A) to have set a goal and achieved it. The class should also discuss how these positive thoughts (A) and feelings (C) will affect their behavior (B) and learning in the future (B). The teacher should collect all reflections, including the high-self-esteem journal, and add it to a larger growth portfolio. Students will refer to these portfolios throughout the year to self-monitor their learning.

### **Assessment Plan**

When creating lesson and unit plans, it is important to have an assessment plan in mind. This helps monitor students' progress and growth which can in turn help students self-regulate and keep track of their own learning. These three units fit nicely together and scaffold upon one another. The first lesson teaches students how to self-motivate and learn the process of reflection and self-regulation while the second lesson uses a constructivist perspective to help engage and

keep students active participants in their learning. Finally, the last lesson helps students practice self-regulation and reflect upon their personal learning goals and achievements. An assessment plan can help ensure that students are reaching the stated outcomes.

### **Activity One**

#### **Outcomes-**

- Students will assist a struggling 4<sup>th</sup> grade partner with an assigned non-fiction reading.
- Students will observe and make process notes for their partner's progress.
- Students will compare their observations with their own experience reading.
- Students will brainstorm ways of establishing and maintaining positive ABCs towards reading.

Activity one helps teach students how to self-motivate and become reflective learners. It also helps students reflect upon their ABCs and how each component of their ABCs interact with one another. The stated outcomes above can be assessed through utilizing a monitoring sheet. This sheet will allow the teacher to keep track of students as they work with another 4th grade student. The teacher will monitor how the students are working with one another and what advice is being given. Additionally, since the next step of the activity is for the class to have a class discussion and brainstorming, the teacher monitors which students she would like to hear from first and what order she would like to see students present their knowledge. This monitoring sheet can work as a formative assessment tool as it monitors students' discussion and progress throughout the group activity.

Additionally, students will be turning in their self-motivation worksheets where they had to list and brainstorm ideas to help stimulate, maintain, and regain motivation during tasks. By turning this sheet in, the teacher can then have conferences with each student to discuss the ideas

and how these steps will help motivate them. Teachers can make a copy of each worksheet to keep in the student's file and refer to when students are struggling or lacking motivation. This will also serve as a formative assessment tool as the teacher can make note of how well students are staying motivated and have improved in reading and writing tasks that they may have previously struggled.

### **Activity two**

#### **Outcomes-**

- Students will define intellectually disabled and explain how the treatment of the intellectually disabled have changed and developed throughout the 20<sup>th</sup> century.

Activity two serves as a research paper serves as a research paper to help students have a better understanding of how people with intellectual disabilities were treated during the first half of the 20th century. Students will be utilizing a webquest and answering guided questions to help them research the following question: define what it is to be intellectually disabled and provide strong support as to why and how the treatment of the intellectually disabled needed to improve. Students will be researching this question and utilizing a notes sheet to help keep track of their evidence. Students will be turning in the notes sheet which will serve part of the assessment plan. By looking at the notes sheet, the teacher can determine which areas the student needs to focus on and obtain more research, and which areas are strong and this serves as a formative assessment. Once students have the research component done, they will then participate in a people with disabilities activity where they can deepen their research and interview people with disabilities and observe and interact with them. This second component will allow students to have a primary source and understanding how the way in which people with disabilities are treated and how the treatment of them has reformed since the first half of the

20th century. After gathering all the research, the students will turn in a typed research paper (assignment in appendix) and the teacher will use the informative rubric from engage NY to assess the paper and determine how well students grasped the information and mastered the activity. This rubric can then serve as a reflective piece for the final activity-self-regulation. Finally, this paper serves as a summative assessment as it assesses how well students could not only achieve the activity, but also how they could self-monitor and self-regulate throughout the process. Students will not only be turning in their final research papers, but their reflective self-esteem journals and goal setting reflections.

### **Activity 3**

#### **Outcomes-**

- Students will determine the firing order of their ABCs and how this affects their learning.
- Students will identify how they achieved their goal from the beginning of the unit.

The final activity is a self-regulation activity in which students are to reflect upon their goals, self-esteem, and self-motivation throughout the activities. As stated, students will be setting goals at the beginning of the unit and monitoring their ABCs throughout the activities.

Therefore, the teacher will be informally and formatively assessing students. She should be checking the journals each day, or at the end of the week. This will help the teacher assess whether the students are keeping up with their self-regulation and self-motivation. At the end of the unit, students will be writing a reflection piece answering questions provided on a worksheet as well as reflecting upon the comments on the final piece. This goal setting reflection will be turned in and serve as a summative assessment. When the teacher is assessing the reflection, she should also be assessing if the student did, or did not, self-motivate and how this affected their research grade and progress through the activities.

## **Pros and Cons of Implementation**

### **Self-motivation**

#### **Pros**

Teaching students ways to stimulate and maintain self-motivation towards a particular goal or task can encourage a growth mindset. Students with a growth mindset view skills and content knowledge as constructs that can be improved upon and increased. Assisting students in establishing mastery-based goals can facilitate this mindset as well. It must be emphasized to students that the variables that affect self-motivation are personal; each student will have his or her own factors that are unique to the individual. As such, self-motivation is highly personalizable for each student. Regardless of the skill level or learning profile of a student, a program of self-motivation can be developed. These skills are also highly transferrable and can be applied across content. Once students begin to develop these abilities, they can use them in all situations. Teaching students how to manage their self-motivation gives them the ability to change it; should they find themselves facing a task that they have no intrinsic motivation to complete, they can use their personal ABCs to create and sustain positive motivation in order to get it done successfully.

#### **Cons**

Teachers who wish to increase student motivation must be cautious to ensure that they teach self-motivation skills, rather than depending on extrinsic motivators to encourage their students. While programs that rely on extrinsic motivators are often successful in the short term, they do not effectively change student behavior enough to cause long term results once the motivator is discontinued.

An additional disadvantage to programs of self-motivation are that they depend to some extent on the efforts of the student. Students who have initially low self-motivation may not successfully create and implement a program of self-motivation, even when encouraged by the teacher to develop one. This may be the case for students who struggle to find academic success on a regular basis; these students might be so discouraged to begin with that they might not even find the motivation to begin a program to help them develop the self-motivation that would help them find some level of success.

## **Constructivism**

### **Pros**

If successfully implemented, principles of constructivist learning encourage students to become actively engaged in the learning process. By doing so, a number of advantages are observed: higher order thinking, better information retention, teamwork and communication skills, connection of information across content areas, and improved self-management skills (Constructivism Benefits and Criticisms). A constructivist curriculum is easily diversified to meet the needs of a wide group of learning profiles. Since students are offered a chance to pursue aspects of the material that are interesting to them personally, there is often an observable increase in motivation. Additionally, students can pursue learning about the same content across a range of methods, which also provides increased accessibility. If, for example, a student finds content difficult in math, he or she may well be better able to access that same content when presented in a science context.

### **Cons**

Constructivism emphasizes the personal nature of knowledge and acknowledges that the understanding created by each individual will vary. However, Airasian and Walsh (1997)

identify warnings from multiple researchers that reiterate the importance of “issues such as the cultural and political nature of schooling and the race, class, and gender backgrounds of teachers and students” (p. 445). It is imperative that these be considered; if left unconsidered, variables such as these may negatively impact the knowledge created by students.

From an instructional standpoint, constructivism is time consuming. The creation of authentic activities and problems for students to wrestle with and solve requires a substantial time investment from the teacher, and may require resources outside of those provided in a traditional classroom. Additionally, constructivism focuses a great deal on the social interactions between students. Students who are socially uncomfortable or withdrawn may suffer as a result. Green and Gredler (2002) cite researchers who found that, “the requirement for social negotiation of knowledge in some constructivist classrooms may, however unintentional, limit learning opportunities for students with learning difficulties” (p. 54). Teachers must pay special attention to students with this type of profile, in order to ensure that he or she is interacting enough to benefit from the activities and tasks. Finally, it is essential that students be equipped with enough self-regulatory skills to facilitate success. Without these skills, students will struggle in a learning environment that affords so much freedom.

### **Self-regulation**

#### **Pros**

Students who are proficient in self-regulatory skills “believe acquisition of proficiency is a strategically controllable process and accept responsibility for their achievement outcomes” (Zimmerman & Martinez-Pons, 1992, as cited in Schunk, 2016, p. 411). Clearly, a major benefit of teaching self-regulation skill in the classroom is the attitude that students develop towards learning when enabled with these skills. Students with a wide range of learning profiles can be

taught self-regulatory skills. For each type of skill, such as time-management, there are many ways of increasing student proficiency; this allows the student to approach the skill in a way that he or she is comfortable with and that suits his or her learning profile. When students are taught to set goals, as well as strategies to implement in the pursuit of these goals, they experience higher self-efficacy, a better self-judged learning process, and better strategy use. When students are taught to self-monitor and adjust according to what they find, they are given the tools to compare themselves to a given standard and to apply strategies to improve. Upon completion of a goal or task, students can be taught to self-reflect. In doing so, they are able to assess what went well and what did not; in future attempts, they can adjust their approach to make it more effective. Of additional benefit is the fact that once students are taught these skills, they can be applied in any class since they are not subject specific. The overall trajectory of each student's progress is greatly ameliorated through the use of these self-regulatory skills.

### **Cons**

From a student perspective, there are few, if any, negatives to the inclusion of self-regulatory skills in a curriculum. However, finding sufficient time and opportunity to include these skills in an already full curriculum can be challenging for the teacher. Additionally, the teacher must first invest sufficient time to become proficient enough in these strategies to successfully convey their use to the students. These strategies are most effective when employed across content and subject area; to plan to include them in this way is also time consuming and a bit complicated. An essential component of self-regulation is feedback. Building the necessary time into a lesson to ensure that each student generates and receives enough quality feedback of the type that will be most beneficial to him or her provides an additional challenge for the teacher.



Self-regulation is closely linked to motivation; while this can be a positive connection in many cases, for some students, it can be negative. Students who have low motivation towards a particular skill or content area may not be motivated to employ self-regulation techniques. As the very nature of these skills require that they be selected and used by the individual, there is little that the teacher can do in these cases. In other cases, students who experience a lack of sustained attention and focus in school may have trouble remembering to apply these techniques on a consistent basis. By utilizing these theories and applying them to the classrooms, teachers can encourage student growth total participation in the classroom.

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### Appendix

#### Goal Setting

**Directions:** You will be researching and socializing with people with intellectual disabilities. This activity is give you a deeper understanding of the themes and ideas in Of Mice and Men. Given this background, please set a goal for yourself that you would like to see yourself achieve by the end of the unit.

#### Things to consider:

- Your strengths and weaknesses
- Your background knowledge of the topic
- Your time management skills

#### Goal:

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#### Why is this your goal?

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## Self-Motivation Chart

Pre-Task (Stimulate)	During Task (Maintain)	Post-Task (Regain)
<p>A</p> <ul style="list-style-type: none"> <li>● Think of the children’s books I liked as a child. I liked these books because they were fun, interesting, and I liked the pictures. I felt happy when I read these. Remembering these positive feelings will help me feel motivated to read something new. I will be reminded of the times I did like to read.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue thinking positively about reading. Remember the good feelings associated with finishing a story or assignment..</li> <li>● Take frequent breaks and imagine a mental picture that helps develop positive feelings.</li> <li>● Imagine the reward I will receive once I have completed my task.</li> </ul>	<ul style="list-style-type: none"> <li>● Rest and relax to help manage stress by talking with my friend or taking breaks from reading and doing something that I like such as exercise or playing a game. Once I have regained a positive mindframe, I will feel motivated to continue.</li> </ul>
<p>B</p> <ul style="list-style-type: none"> <li>● Set short term goals for how much reading I need to complete before I can take a break. For example, when I have a lot of reading, I will sit in a quiet place for half an hour and read. Since I know that my reading will be done in an hour and I can take a break, I am more motivated to complete it.</li> <li>● Avoid saying “I hate reading.” This will create negativity and I will lose motivation. Instead, think: “A half an hour of reading isn’t bad and I can do this.” By</li> </ul>	<ul style="list-style-type: none"> <li>● Follow what Nike says and “Just Do It!</li> <li>● Identify a person I admire that completes his or her tasks, and work with this person to develop a plan so that I can do the same thing. Maintain this relationship and reflect upon it.</li> </ul>	<ul style="list-style-type: none"> <li>● If success is not maintained the first time, continue to practice. Remember that nothing is perfect the first time and everything takes practice. Maybe I need to set a goal where I only read for 20 minutes and I will receive a reward. Then, each day, I can increase it.</li> <li>● If success, or motivation, is not obtained, reflect upon my behaviors to have a better understanding of what behaviors may have changed</li> </ul>

<p>maintaining a positive attitude, I will accomplish the task.</p>		<p>(i.e. socializing with my friends, or spending too much time on Instagram)</p>
<p>C</p> <ul style="list-style-type: none"> <li>● Remind myself about why I am reading and what the benefits are. Will I be able to receive participation points because I completed the reading? Will I score higher on a quiz or test? Will I write a better paper?</li> <li>● Think of a reward that I can receive after the task is complete. I will enjoy my time more because I know that I have completed the assigned reading and can now move on.</li> </ul>	<ul style="list-style-type: none"> <li>● As the task is being completed, but motivation is being lost, refocus and redirect my end goal. Consider thought stopping in order to stop negative cognitions and maintain motivation.</li> <li>● Also, eliminate distortions of thought by recognizing dysfunctional beliefs and eliminating it upon arrival. Talk with my teacher about how to do this.</li> </ul>	<ul style="list-style-type: none"> <li>● Even if the end goal was not accomplished, consider past goals that were achieved and remind myself it can happen again.</li> </ul>

**KWL Chart- Of Mice and Men**

<b>K</b>	<b>W</b>	<b>L</b>

***Of Mice and Men* Research Project****Name:** \_\_\_\_\_**Per.:** \_\_\_\_\_

**The purpose:** We all know the tragic ending to *Of Mice and Men*, and after watching the movie, we really saw the anguish George went through in making his decision. The question remains: do we *really* understand why George's hand was forced? The purpose of this project is to open your eyes to lives of people with disabilities during the first half of the 20<sup>th</sup> century.

**The assignment:** You will be writing a source-based essay in which you explore the history of the treatment of individuals with intellectual disabilities. Via your research, you will need to not just **define** what it is to be intellectually disabled, but provide strong support as to **why** and **how** the treatment of the intellectually disabled needed to improve. Your essay will have four paragraphs which will be organized as following:

- Introduction
  - o Define intellectually disabled
  - o Define "people first" language
  - o Summarize the treatment of individuals with disabilities
  - o Minimum of five sentences
- Body Paragraph One
  - o Identify and explain at least **three** approaches toward people with intellectual disabilities during the time period (medical and/or institutional and/or societal attitudes)
  - o Minimum of seven sentences
- Body Paragraph Two
  - o Identify and promote at least **two** reforms of the treatment of people who were intellectually disabled
  - o Minimum of seven sentences
- Conclusion
  - o Provide a powerful summary to drive your point home
  - o Minimum of five sentences

As always, remember: AVOID PERSONAL REFERENCES and WRITE WITH AUTHORITY.

**Also:**

Type your essay in Times New Roman, size 12, double-spaced font.

Include a source page!

Don't forget your heading!



Name: \_\_\_\_\_

**Research Guide and Record Sheets (Serves part of the assessment as well)**

*Use the LiveBinder for this project to answer the following research questions. Use EasyBib to record your sources (for your works cited page) and write them underneath your answers (for your in-text parenthetical citations).*

- o Define intellectually disabled

*Source(s):*

- o Define “people first” language

*Source(s):*

- o Summarize the treatment of individuals with disabilities

*Source(s):*

- o Identify and explain at least **three** approaches toward people with intellectual disabilities during the time period (medical and/or institutional and/or societal attitudes)

Approaches	Explanation

*Source(s):*

o Identify and promote at least **two** reforms of the treatment of people who were intellectually disabled

- What is the reform (what has changed in regards to the treatment of people who are intellectually disabled?)

1.

2.

- How has it been spread and promoted throughout the country, or the world?

*Source(s):*

**Self-Regulation**

**Journal for Healthier Self-Esteem**

**Directions-** Use this journal to keep track of your feeling, behaviors, and thoughts over the next couple weeks while you work on your research project. How did this affect your self-esteem?

Plan on writing in this journal for at least 10 minutes every day for the next two week.

Sometimes you will get class time and sometimes you must write on your own. Your final objective is to keep track of your ABCs and identify how they affect your learning and success **as an individual.**

**Week 1**

Monday:

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**Week 2**

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**Goal-Setting Reflection**

**Directions:** At the beginning of the unit, you set a goal that you wanted to see achieved. You have also been keeping a journal and keeping tracking of your ABCs. Now is the time to write a final reflection where you consider every aspect of the assignment to identify if you achieved your goal. Use the space below to reflect:

**Questions to consider:**

- What steps were taken to achieve your goal?
- Where did you struggle?
- How did you overcome these struggles?
- How does it feel (A) to have met this goal?
- How did your thoughts (A) and feelings (B) affect your behavior? ( Use your self-esteem journal)
- Why was your goal not met and how does it make you feel.
- How did your ABCs affect your success? For example, what distorted thoughts affected the process?

**Goal:**

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**Reflection:**

**Activity 1-Assessment Monitoring Sheet-**

<b>Group</b>	<b>Features</b>	<b>Order &amp; Notes</b>
1	<p><b>Title of article/book:</b> _____</p> <p><b>Difficulty:</b> _____</p> <p><b>Struggling: Yes/No</b> <b>Encouraging: Yes/No</b> <b>Emotions:</b> _____ _____</p>	
2	<p><b>Title of article/book:</b> _____</p> <p><b>Difficulty:</b> _____</p> <p><b>Struggling: Yes/No</b> <b>Encouraging: Yes/No</b> <b>Emotions:</b> _____ _____</p>	
3	<p><b>Title of article/book:</b> _____</p> <p><b>Difficulty:</b> _____</p> <p><b>Struggling: Yes/No</b> <b>Encouraging: Yes/No</b> <b>Emotions:</b> _____</p> <p>_____ _____</p>	

Activity 2-Assessment- [Rubric](#) (Informative rubric)

## COMMON CORE STATE STANDARDS WRITING RUBRICS (GRADES 9-10)

## INFORMATIVE

INFORMATIVE					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<b>Focus:</b> The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
<b>Development:</b> The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
<b>Audience:</b> The author anticipates the audience's background knowledge of the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<b>Cohesion:</b> The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
<b>Language and Style:</b> The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
<b>Conventions:</b> The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.