

EMOTIONAL SELF-REGULATION & ABILITY TO MOTIVATE AND ENGAGE PUPILS

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Erasmus

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How do we learn?

Learning

Cognitive processes

Perception

Attention

Memory

Thinking

Cognitive and learning styles

Metacognitive processes

Metacognitive Knowledge

Declarative Knowledge

Procedural Knowledge

Conditional Knowledge

Metacognitive regulation

Planning

Monitoring

Evaluating

Emotional and motivational processes

Self-efficacy

Motivation

Implicit theories of intelligence

Attributional styles

→ Strong impact on cognitive performance.

→ A pupil who encounters difficulties in cognitive tasks can develop demotivation and disinterest in learning activities.

Self-efficacy

SELF-IMAGE

Perception that a student has of himself/herself, formed through the experience with the environment, and the influence of significant others
(Shavelson, Hubner, & Stanton, 1976)

It is relatively stable

SELF-EFFICACY BELIEFS

Conviction of one's ability to organize and carry out the actions required to achieve a specific objective
(Bandura, 1977)

It's about what you **can** do with that ability

It expresses a conviction for a future **performance**

It can **vary** with respect to a specific task

Self-efficacy

It influences cognitive, motivational and affective processes.



It affects the choice of activities, on the efforts made, on the persistence in completing the task and on the emotional balance.



Self-efficacy depends on the following 3 aspects: (a) the assessment of one's abilities in that area; (b) the expectations of success depending on the difficulty of the test; (c) the personal importance given to the task.

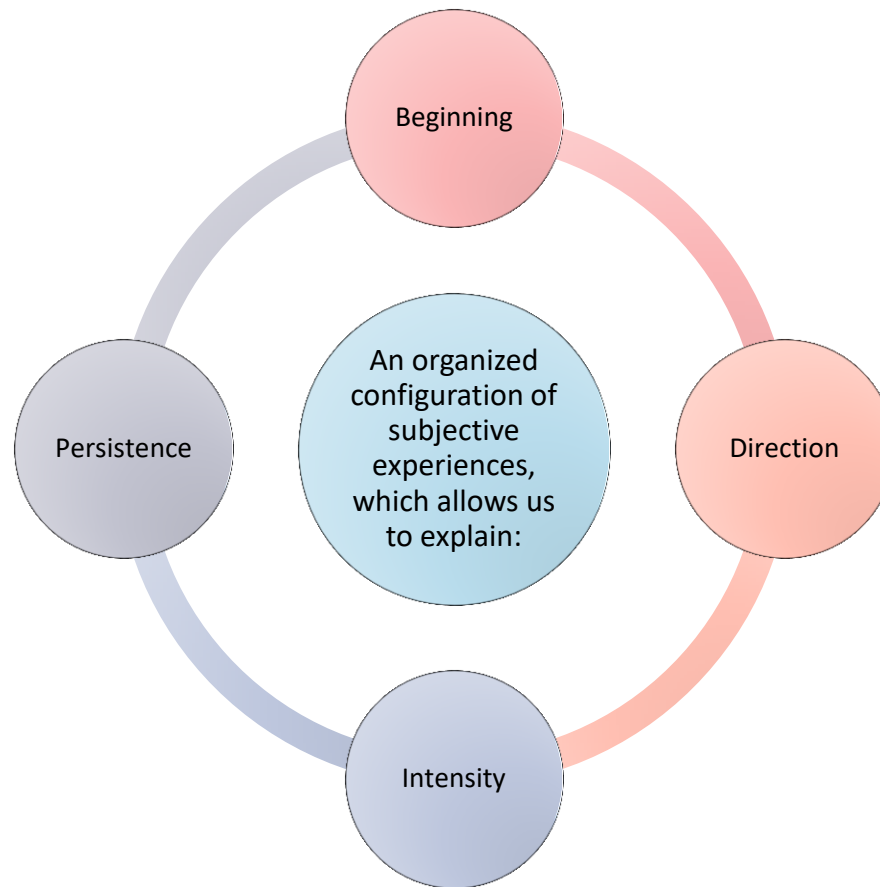


A basic element of the perception of self-efficacy is the exercise of control.

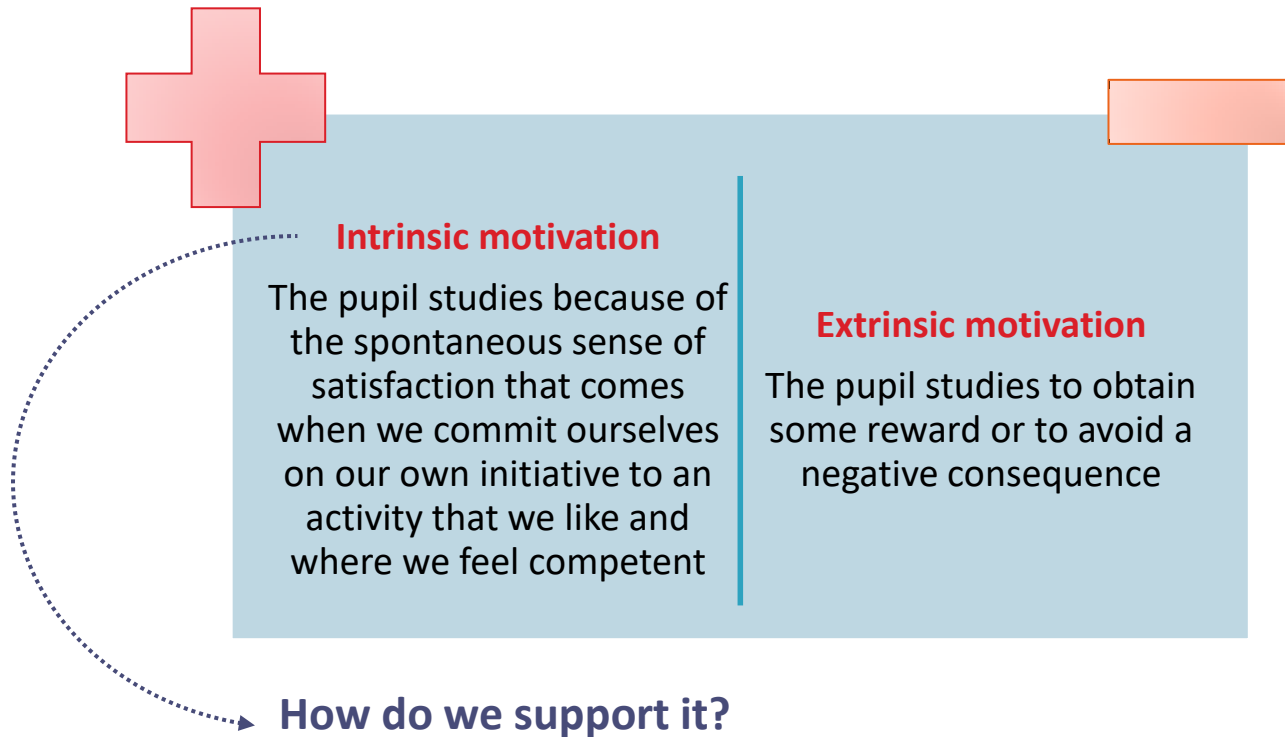


Perceiving themselves as architects of the situation leads to greater expectations of success and more commitment, with consequent good results.

Motivation



Motivation (Deci & Ryan, 1985)



...by fostering interest

Sources of interest that can be used in the classroom (Bergin, 1999)

Triggering cognitive activity	Manual activities
	Experiences of cognitive discrepancy
	Games, puzzles, problems
	Fantastic contexts and / or narratives
Increasing personal relevance	Sense of competence
	Relevance to personal goals
	Utility
Fostering relations with others	"Shared" value
	Support
	Social interaction
	Presence of models
	Humour / positive emotions

... & by transmitting values

(Jacobs & Eccles, 2000)



Implicit theories of intelligence

These theories are defined as “implicit” because they refer to the subject's beliefs about intelligence, and can be applied to the self or to other people.

Intelligence can be conceived as a tendency to be stable, endowed from birth and little changeable (“entity theory”), or as a faculty that can always be increased during existence due to the effect of learning (“incremental theory”).

(Dweck, 1986; Elliot, 1996; Midgley, 2002)

Implicit theories of intelligence

Theory of intelligence	Type of learning goal	Motivation to learn	Errors	Consequence
Entity	Performance	Motivation to demonstrate ability / get good grades	Perceived as an index of lack of skill.	Lower expectations of success in subsequent tasks
Incremental	Mastery	Motivation to understand what he does and learn new things	Perceived as an index of the need to commit more	Learning situations are a challenge

The role of the teacher

“ENTITY”-ORIENTED TEACHER

It is probable that he attributes failures to lack of ability and, therefore, that he/she places the child in easy situations to avoid failure.

The student understands that he is not good and is demotivated.

“INCREMENTAL”-ORIENTED TEACHER

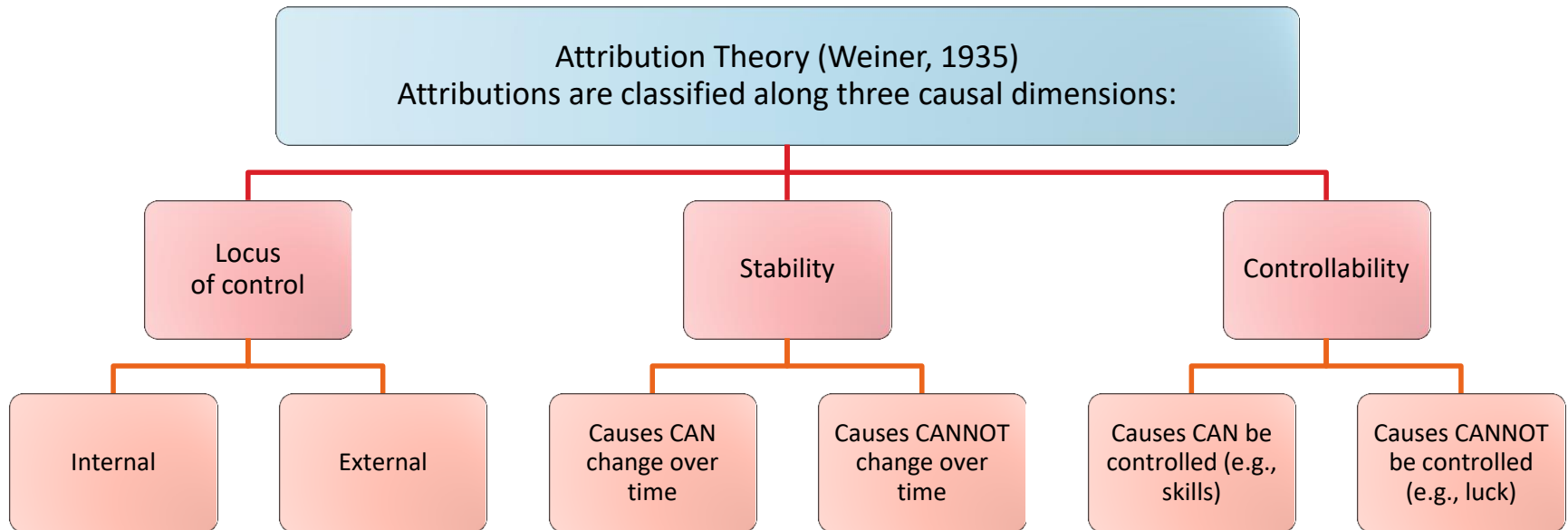
He/she believes that failure is a normal and predictable part of the learning process.

Therefore, he/she is likely to place children in front of a new stimulating and challenging task, and lead them to engage it without fearing failure.

Attributional style

It concerns **the subject's perception of the causality of events**. In the school environment, it influence the performance, persistence, choice of task, emotions and expectations of students.

It is related to scholastic achievement and it offers an interpretative models in case of difficulty.



Attributional style

Who attaches great importance to commitment:

- is more motivated to succeed
- has a superior performance in memory tasks
- use his/her ability to successfully apply the learned strategies
- has more persistence in performing demanding tasks
- is more self-confident

However...

- Due to repeated failures attributed to a stable lack of skill, a pupil can convince him/herself that he cannot face that task and that whatever he/she does is useless → **LEARNED HELPLESSNESS**
- It is accompanied by expectations of failure and the feeling of having no chance of controlling the situation
- It can eventually lead to depression

HOW CAN A TEACHER INTERVENE?

The positive attributional style wall

Propose tasks of adequate difficulty and teach the correct strategies to deal with them

Support the motivational aspects

Give feedback focused on commitment and note progress

Support an incremental idea of intelligence

A cooperative climate is ideal for a pupil with difficulties

Make pupils experience success

Provide strategic and timely help

Let the child complete a task without intervening as soon as you see an error

Define clear, concrete and achievable goals. Dividing objectives into sub-goals. Enhancing the achievement of objectives

Recognize controllable causes

Pay attention to processes rather than results

Don't judge yourself or the pupil excessively based on your results, take things lightly

Want to know more?

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on our website!

1. <http://www.till.org.uk/wp-content/uploads/2019/03/Teacher-self-regulation-scale-Yesim-et-al.-2009.pdf>
2. <http://www.till.org.uk/wp-content/uploads/2019/03/Teacher-Attribution-Scale-Ghanizadeh-Ghonsooly-2015.pdf>
3. <http://www.till.org.uk/wp-content/uploads/2019/03/Revised-Implicit-Theories-of-Intelligence-De-Castella-Bryne-2015.pdf>
4. <http://www.till.org.uk/wp-content/uploads/2019/03/Teacher-Self-Efficacy-Scale-Bandura-1998.pdf>