Table 1: Social Cognitive and Constructivist Information Processing views of Self Regulated Learning 10/10

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|  | Social Cognitive View | | Constructivism Information Processing | |
| Motivation to self-regulate during learning | | | Goal setting begins the process of self-regulation for learning; environmental feedback (outcomes) and social feedback (teachers, self, ‘others) enhances a learner’s self-efficacy and motivation toward attainment of a goal. | | Focus is on knowledge construction, need to understand have the ‘right’ information; but an increase awareness of goals and metacognition is taking place. (Richard E Mayer) \*traditionally constructivist believes seeking information is innate as disequilibrium (not knowing) is noxious to humans. | |
| Key processes that promote self-awareness | | | Self-observation, self-judgment, and self-reaction are processes used by learners to engage in a task whose progress is measured according to a learner’s internal standards. Adjustments to learning behaviors are made according to social/personal and/or environmental feedback. | | Developmental: Cognitive self-monitoring such as self-explaining, self-testing, and summarizing. Vygotskian ‘internal speech’ | |
| Key self-regulatory processes that allow goal attainment  Social and Physical environment affect student self regulation | | | The interaction of the processes of self-observation (informs the learner), self-judgment (feedback), and self-reaction (behaviors informed by feedback) work together for goal attainment.  .  Modeling, social persuasion, social comparisons and environmental aspects such as context, task, and experienced outcomes. | | Construction of knowledge by the processes of selecting (attention to incoming info), organizing (structuring of info in working memory), and integrating information (attaching ‘new’ information to ‘stored’ information in long-term memory).  Product of social encounters/experiences that learner synthesizes using internal speech. ‘Words into thoughts.’ | |
| How does a learner acquire the capacity to self-regulation | | | Self-Regulation is not innate but can be learned through social learning at four successive levels: Observation, models, enactive modeling, and self-regulation (social persuasion). | | Create cognitive conflict that lead to metacognitive knowledge and strategy tools. An internalization of ‘expert’ regulatory directions. | |

Table 2: Self-Theory/Intelligence Theory and Expectancy Value Theory of Motivation

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|  | Implicit Theory/Intelligence theory | Expectancy Value Theory |
| Key concepts | Beliefs about the malleable (incremental) versus the fixed (entity) nature of intelligence. Different theories can be held in different domains, i.e., “I’m smart in math but not in English.” They have been known to fluctuate from day-to-day or moment-to-moment. | Closely related to beliefs about competence. Expectancy and value are different constructs but positively related and together predict achievement-related outcomes: choice, persistence, and academic performance. Key concepts are goal attainment and how much the goal is desired or wanted. |
| How behavior and learning is affected | Entity theorist set performance goals and may avoid challenges, concerned with adequacy and what failure conveys about their intelligence level. In contrast, incremental theorist set mastery goals, they persist, believe intelligence can be increased and are concerned with increasing ability. | The amount of effort exerted is equal to the expected outcome and value placed on the task. Predicts choice of tasks, persistence, and academic performance. |
| Key motivational strategies teachers can use | Modify beliefs that underlie maladjusted achievement behaviors. Help students adopt an incremental theory of intelligence. | Teachers attitudes, beliefs, and behaviors play a crucial role in the development of students’ expectancies and values. (Wigfield and Tonks, 2002) Changing students beliefs necessitates working on the sources of those beliefs, i.e., sources of self-efficacy: experience, modeling, social persuasion, and affect. (Bandura, 1997) |
| Personal situation | ReRecently, I discovered I am a good math student. I was motivated to make this discovery in an effort to help my son in algebra2/Trigonometry. Because I thought of myself as a poor math student, I practiced math skills by viewing vodcasts of each unit prior to doing homework with my son. I spent one-to-two hours teaching myself concepts before sitting down every night to do homework along side my son. The more homework we worked on, the better our math skills became. Through this experience, we dispelled our implicit theory that our math ability was fixed. Today, both my son and I believe that our math ability is something we can increase with practice. this is an interesting story! | The first time I applied to the PhD program, I was denied acceptance. The denial was a blow to my self-esteem, but not my resolve. I wanted entrance and set a plan in motion. The second application and accompanying letters took hours to craft. In addition, I decided that my GRE scores had to be higher and enrolled in a GRE prep course. Because I was living in Rome, Italy at the time, I had to travel to the United States to stay with a friend while attending classes aimed at improving my scores. The effort I expended was in direct correlation to the high expectancy value I placed on being admitted to the PhD program at Mason. Glad it worked out! |