



Exploring the Role of Goal Setting in Supporting Successful Cycles of Self-regulated Learning

Nancy Perry

Faculty of Education, UBC

with

Monika Stahlstrom

SurreySchool District

for

TheNetworks of Inquiry and Indigenous Education (NOIIE, 2023)



Agenda

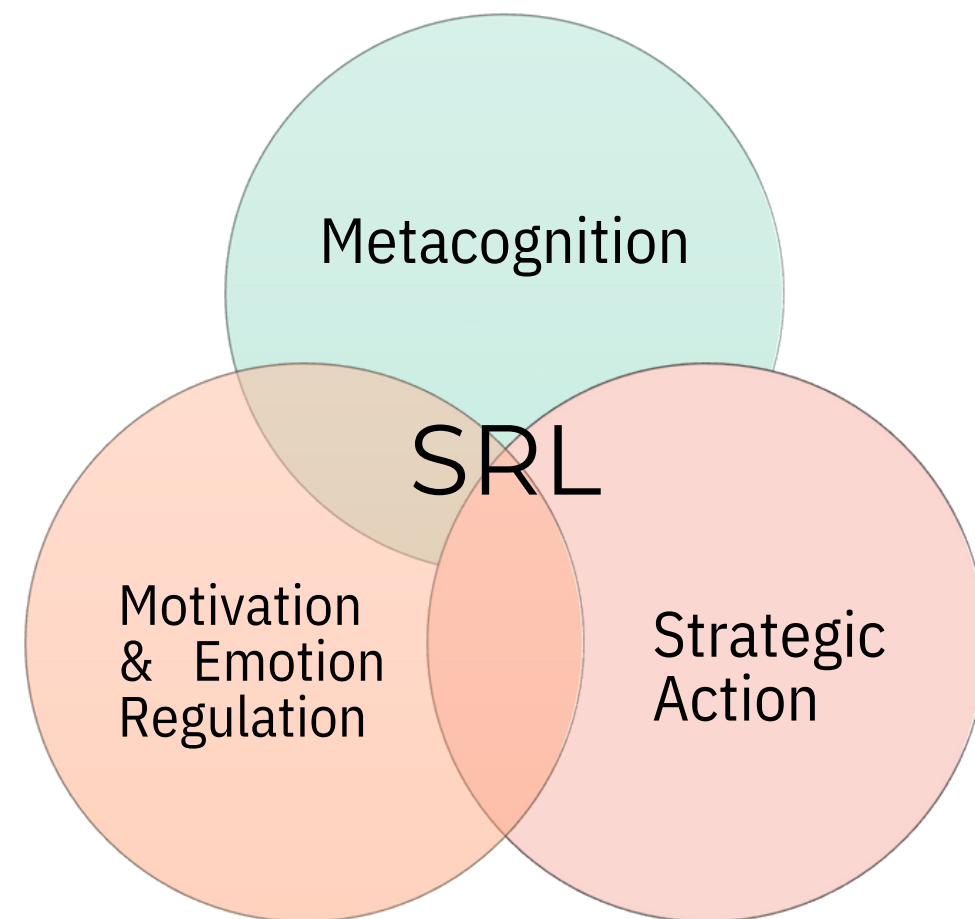
- What is self-regulated learning (SRL)?
 - Why is it important?
 - Where do goals fit in?
 - How can we use goals to strengthen cycles of self-regulation?

What is Self-Regulated Learning (SRL)

- The ability to control thoughts, [feelings], and actions to achieve personal [or social] goals and respond to environmental demands (Zimmerman, 2008)

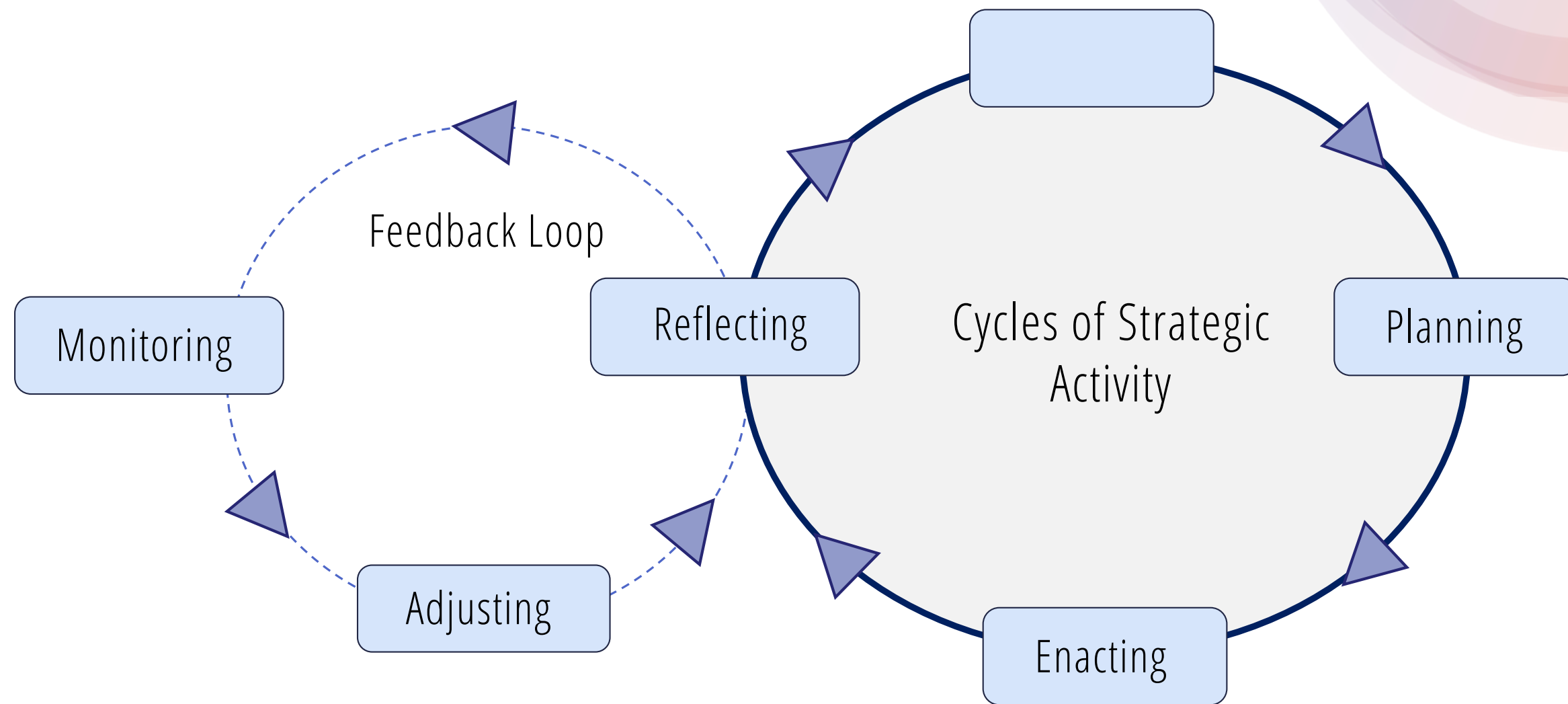
- Self-regulating learners* are proactive in their efforts to learn ... aware of their strengths and limitations ... guided by personally set goals and task related strategies (Zimmerman, 2002).

- Self-regulated learners take *and feel* in control of success.



Cyclical Models of SRL

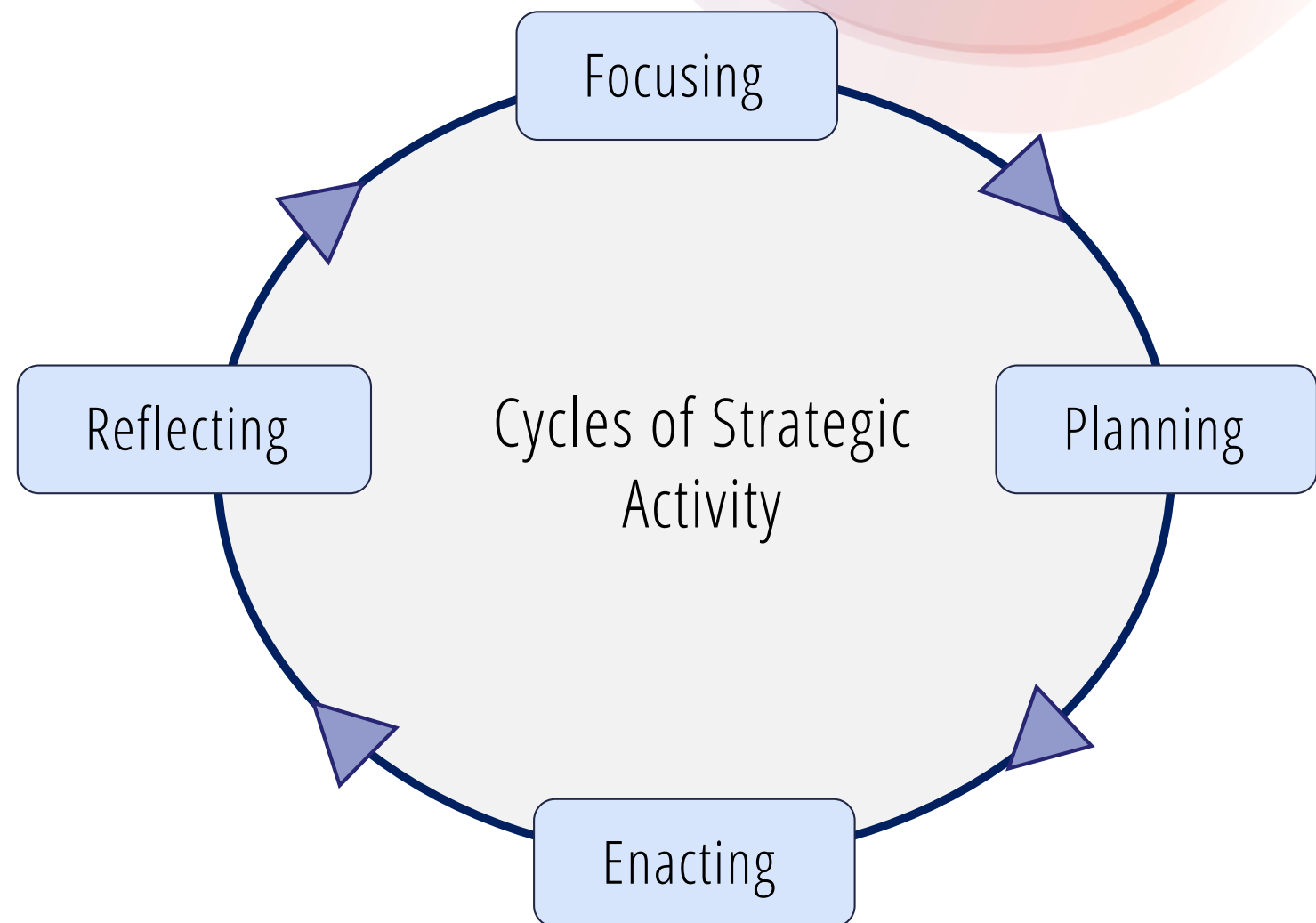
Focusing



Examples: Butler & Cartier, 2004; 2018; Winne & Hadwin, 1998; Zimmerman, 2002

Goals

- Self-regulated learning is goal-directed
- Goals anchor SRL processes.
- Help learners identify a purpose, make a plan, and consider strategies for completing tasks.
- Communicate standards for monitoring progress, interpreting feedback, and making adjustments along the way.

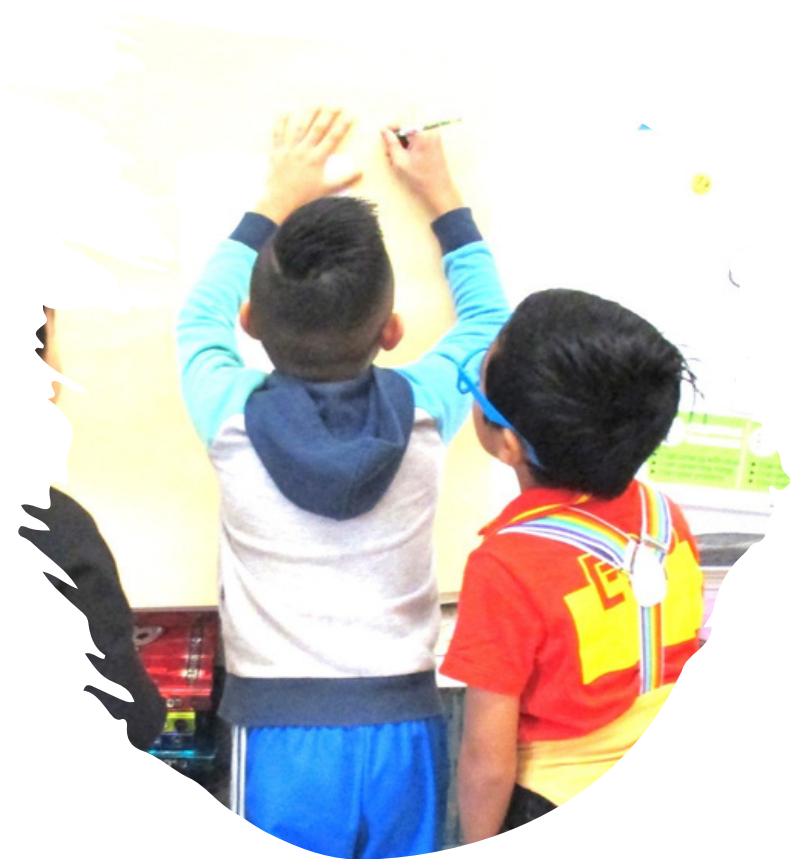
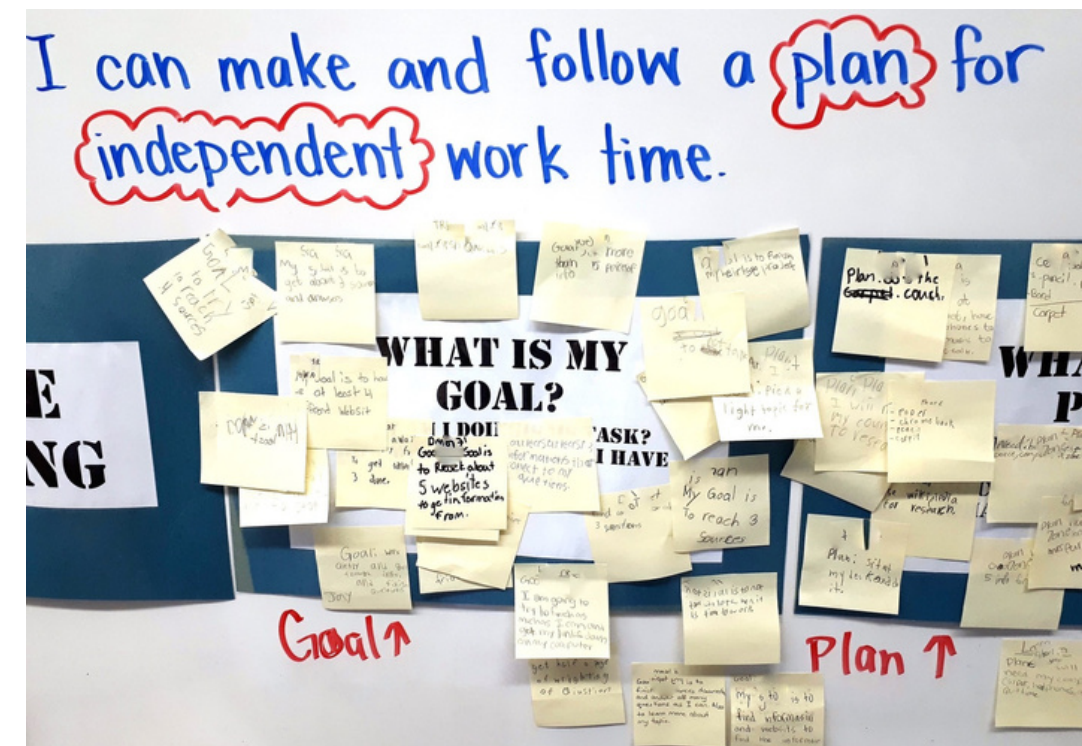


- Goals that support learning and SRL ...

Come in all shapes and sizes

Can be assigned, negotiated, or self-set

Attend to proximity, specificity, difficulty



- Goal setting is associated with positive student outcomes, such as ...

- higher grades
- increased self-efficacy
- greater sense of autonomy/self-determination

For Further Reading About Goal-Setting and SRL

Bloom, M. (2013). Self-regulated learning: Goal-setting and self-monitoring. *The Language Teacher*, 37(4), 46-50.

https://jalt-publications.org/files/pdf-article/37.4tlt_art2.pdf

Schunk, D. H. (1990). Goal setting and self-efficacy during SRL. *Educational Psychologist*, 25, 71-86.

https://libres.uncg.edu/ir/uncg/f/D_Schunk_Goal_1990.pdf

Schunk, D. H. (2001). Self-regulation through goal setting.

<https://files.eric.ed.gov/fulltext/ED462671.pdf>

Toro, S. (2021). Guiding students to set academic goals. *Edutopia*.

<https://www.edutopia.org/article/guiding-students-set-academic-goals/>

Strengthening Goal Ownership in SRL Cycles

Monika Stahlstrom

Surrey School District, BC

CONTEXT THAT SUPPORTS GOAL SETTING



CLASS CULTURE

social emotional learning
culture of learning > competition
belonging



LEARNING PROCESS

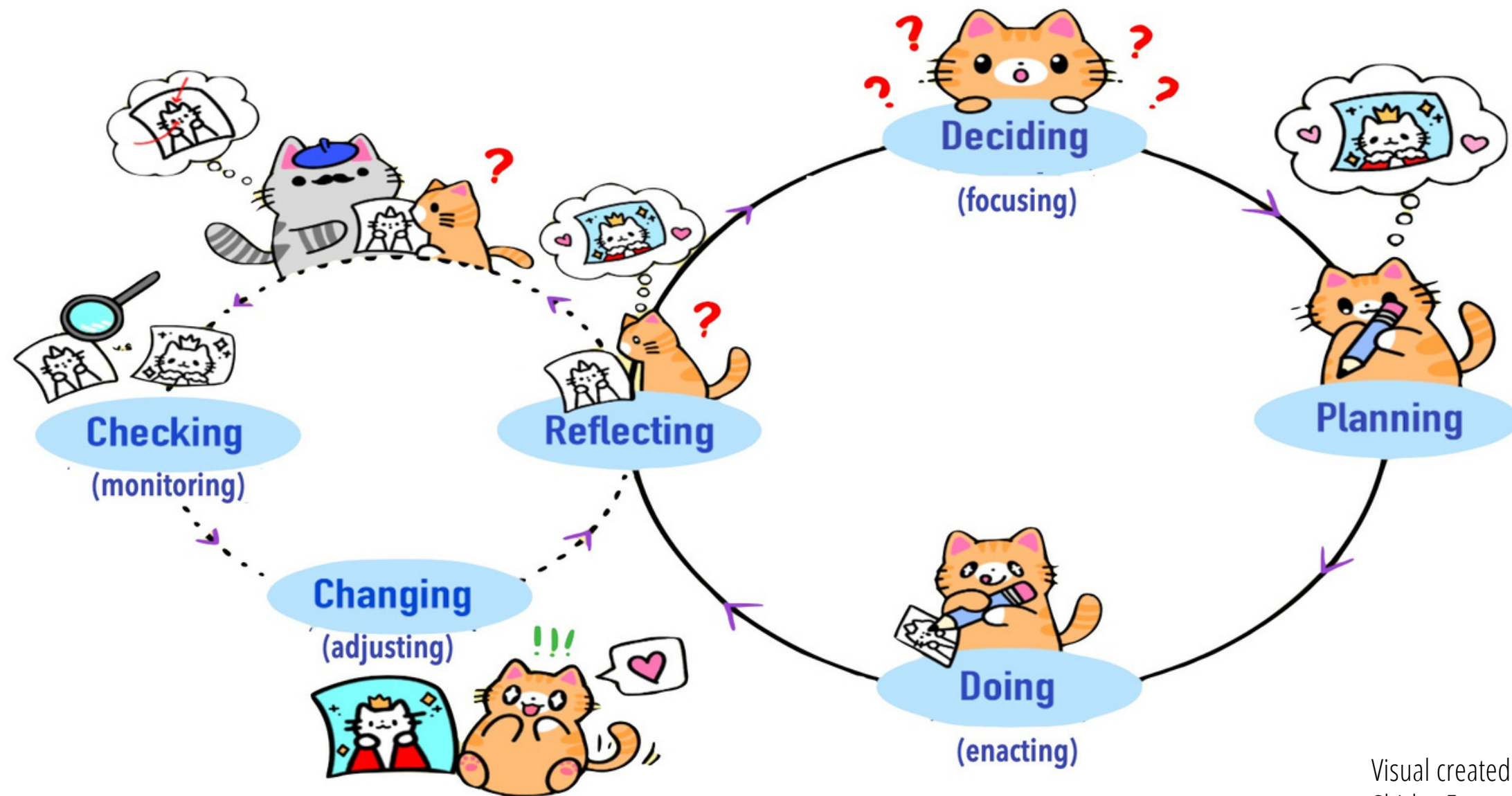
focus on the learning process
unpack assessment language
growth mindset



INSTRUCTIONAL DESIGN

multiple opportunities
practice goals with reflection
unpack goals throughout & create criteria

HOW GOAL SETTING ANCHORS US IN THE CYCLE



Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC



Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC

INSTRUCTIONAL DESIGN

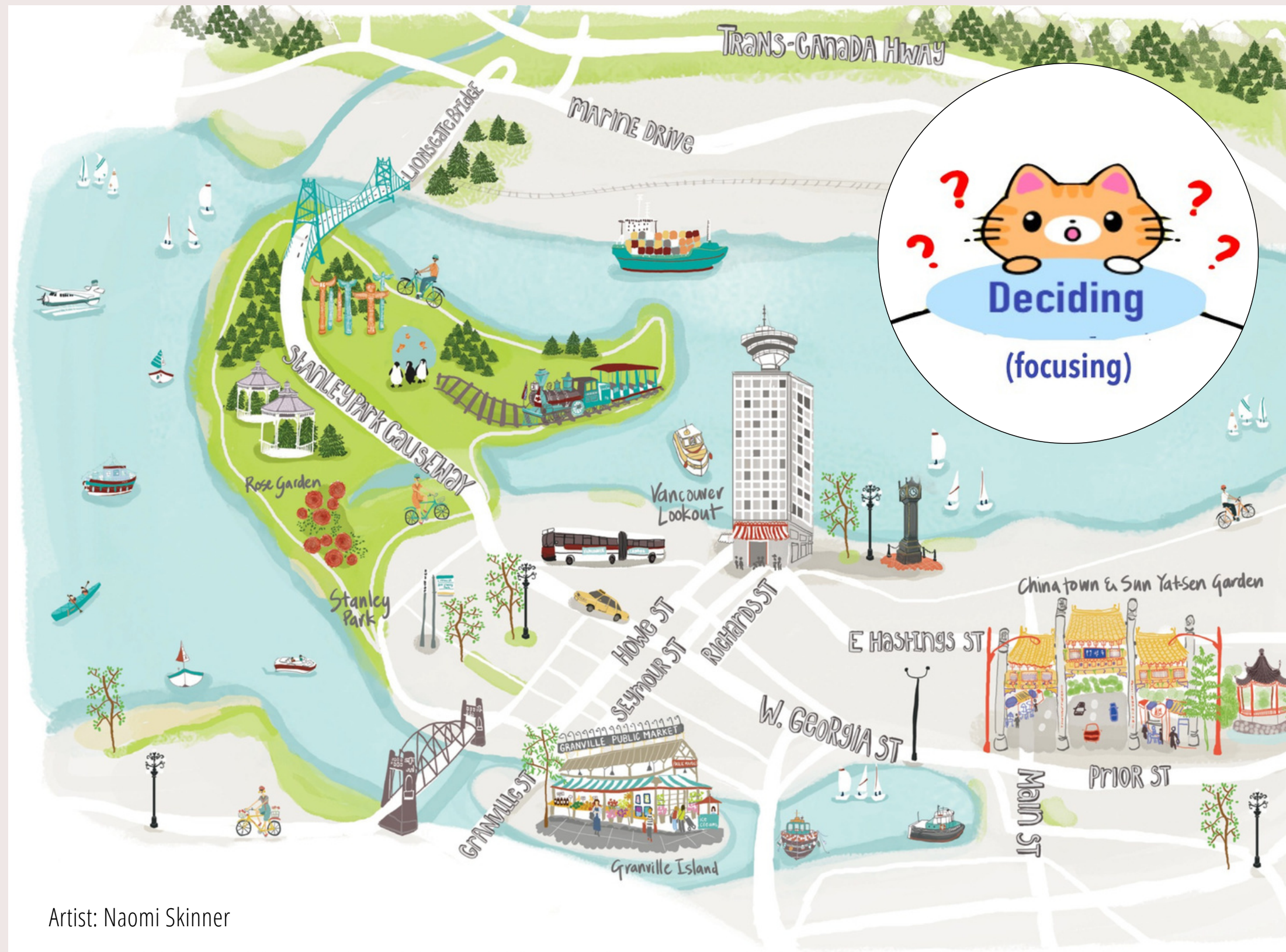
multiple opportunities
practice goals with reflection
unpack goals throughout &
create criteria

STUDENT LED

students choose goal for focus
goals are destinations
students are on *vacation*

TEACHER ROLE

tour guide
self-guided
itineraries
concierge





- Teacher Goal Selection:
- All working towards same goal
 - Writing projects may be different



- Limited Goal Selection:
 - Parallel tasks - similar things (same goal), appropriate challenge by choice
- 2 — 3 goals to choose from



- Student Goal Selection:
 - Students choose writing projects and goals to match
- Most goal ownership at this stage

TRAVEL GUIDE



- Teacher Goal Selection:
- All working towards same goal
 - Writing projects may be different



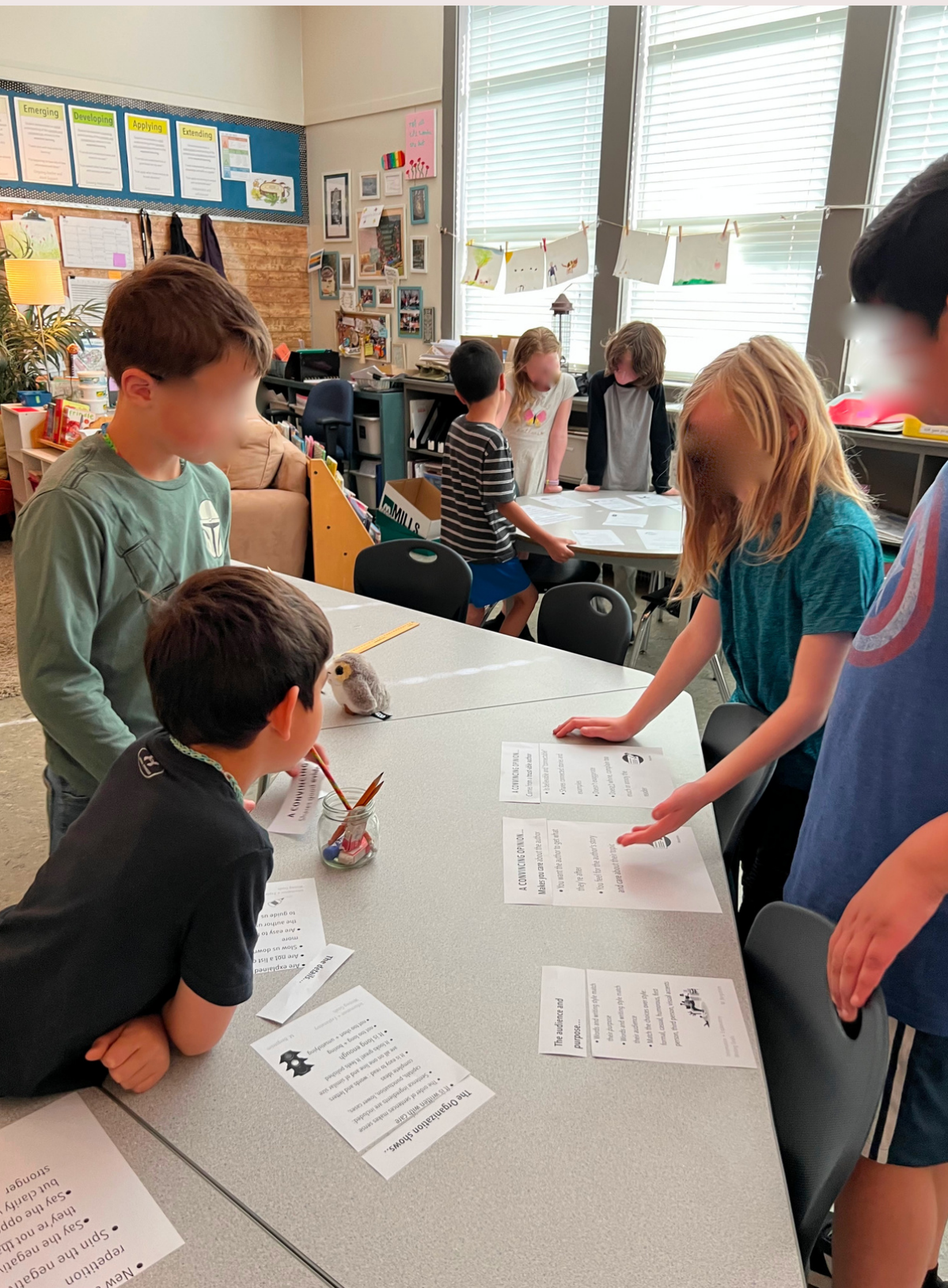
- Limited Goal Selection:
 - Parallel tasks - similar things (same goal), appropriate challenge by choice
- 2 — 3 goals to choose from



- Student Goal Selection:
 - Students choose writing projects and goals to match
- Most goal ownership at this stage



Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC



OPINION WRITE: SELF CHECK

Evidence: _____ Name: _____

_____ Date: _____

In looking at this work, think of how goals are being met.
Check off or highlight where each skill goal is at.

Key Ingredients in Information/Explanation Writing		
<p>Let's make a goal.</p>	<p>I can do it. I am meeting our goals.</p>	<p>I do this well and model it for others.</p>
	<p>Strong Title Gives a good hint and is interesting. Makes sense with the audience.</p>	
	<p>Introduction Interesting and attention grabbing! Topic sentence is clear.</p>	
	<p>Key Ideas/ Transitions You can tell what the main ideas are. Reader is guided by transition words.</p>	
	<p>Details/Elaborations The details are on topic, make sense, and are fully explained.</p>	
	<p>Conclusion The writing feels wrapped up and complete. It makes your head nod!</p>	
	<p>Organization All the ingredients are organized in a way that makes sense. Feels professional!</p>	
Focus: Opinion Writing		
<p>Let's make a goal.</p>	<p>I can do it. I am meeting our goals.</p>	<p>I do this well and model it for others.</p>
	<p>Convincing Has good evidence, stories, facts to prove the point.</p>	
	<p>Audience + Purpose The intended audience and purpose is thought of; the words + details match.</p>	
Moving Forward		
<p>A goal I will focus on next is...</p>		

M. Bergström



Interesting Introductions...

- Include a topic sentence that tells us what the writing is all about
- Are not boring!
- Lead the reader to want to read more!



Information + Explanatory
Writing Goals

M. Bergström

The details...

- Are explained and detailed
- Are not a list of things
- Slow us down and tell us more
- Are easy to follow because the author used transitions to guide us



Information + Explanatory
Writing Goals

M. Bergström

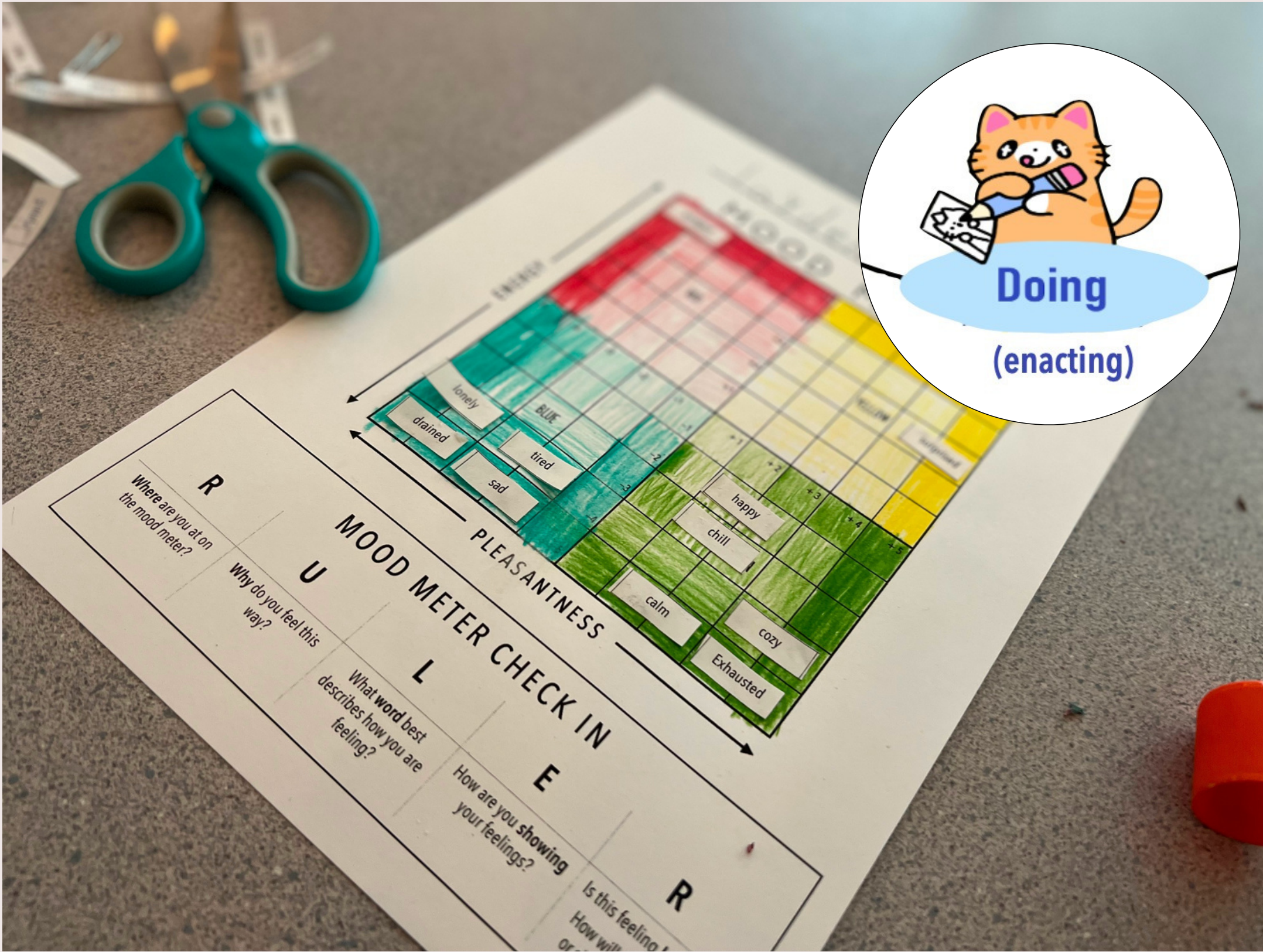


Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC

SOCIAL EMOTIONAL

culture of learning

RULER - Mood Meter



SOCIAL EMOTIONAL

culture of learning

RULER - Mood Meter

LEARNING ENVIRONMENT

flexible space

materials are barrier-less

inclusive and tool infused



SOCIAL EMOTIONAL

culture of learning

RULER - Mood Meter

LEARNING ENVIRONMENT

flexible space

materials are barrier-less

inclusive and tool infused

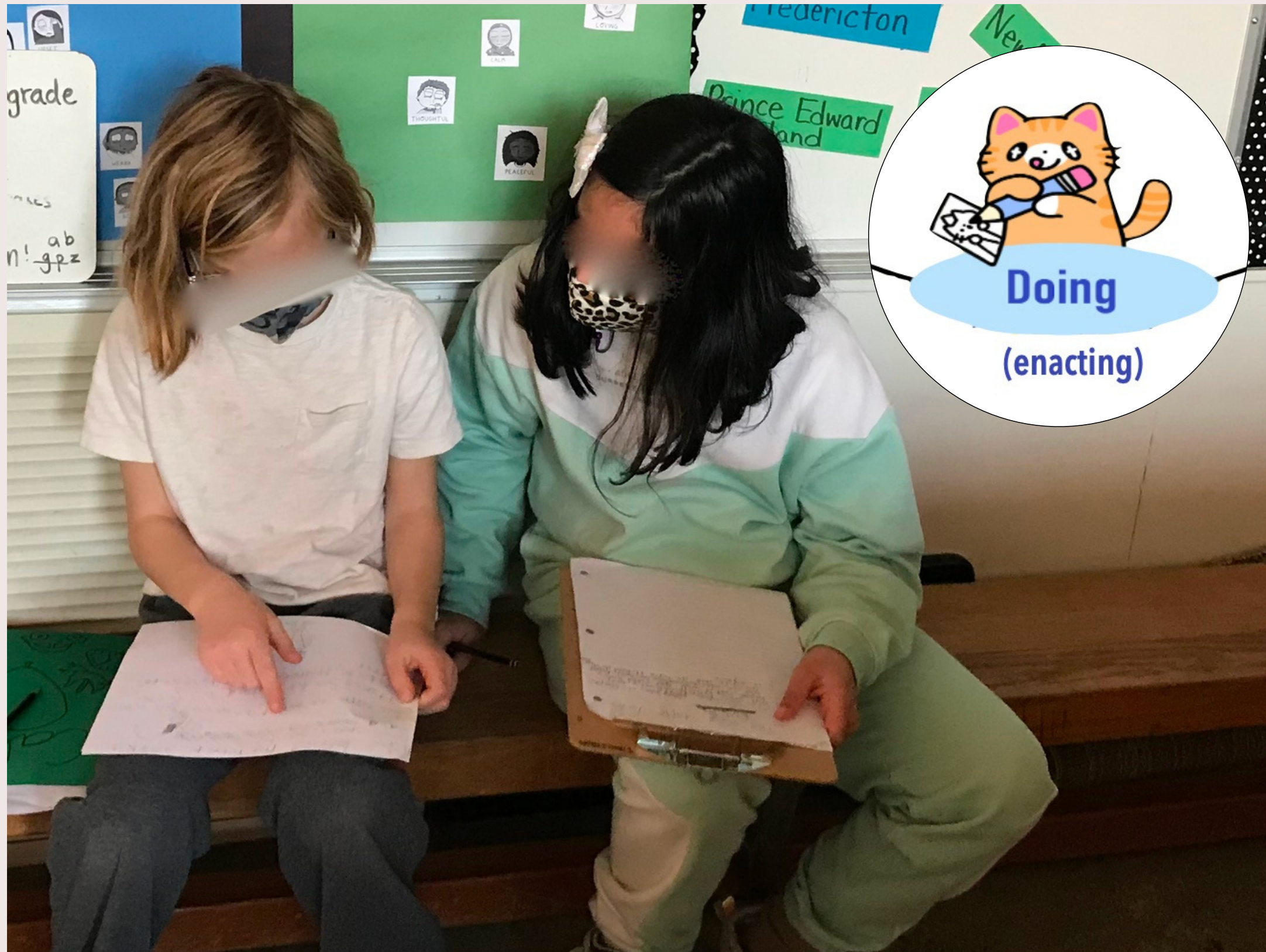
FEEDBACK

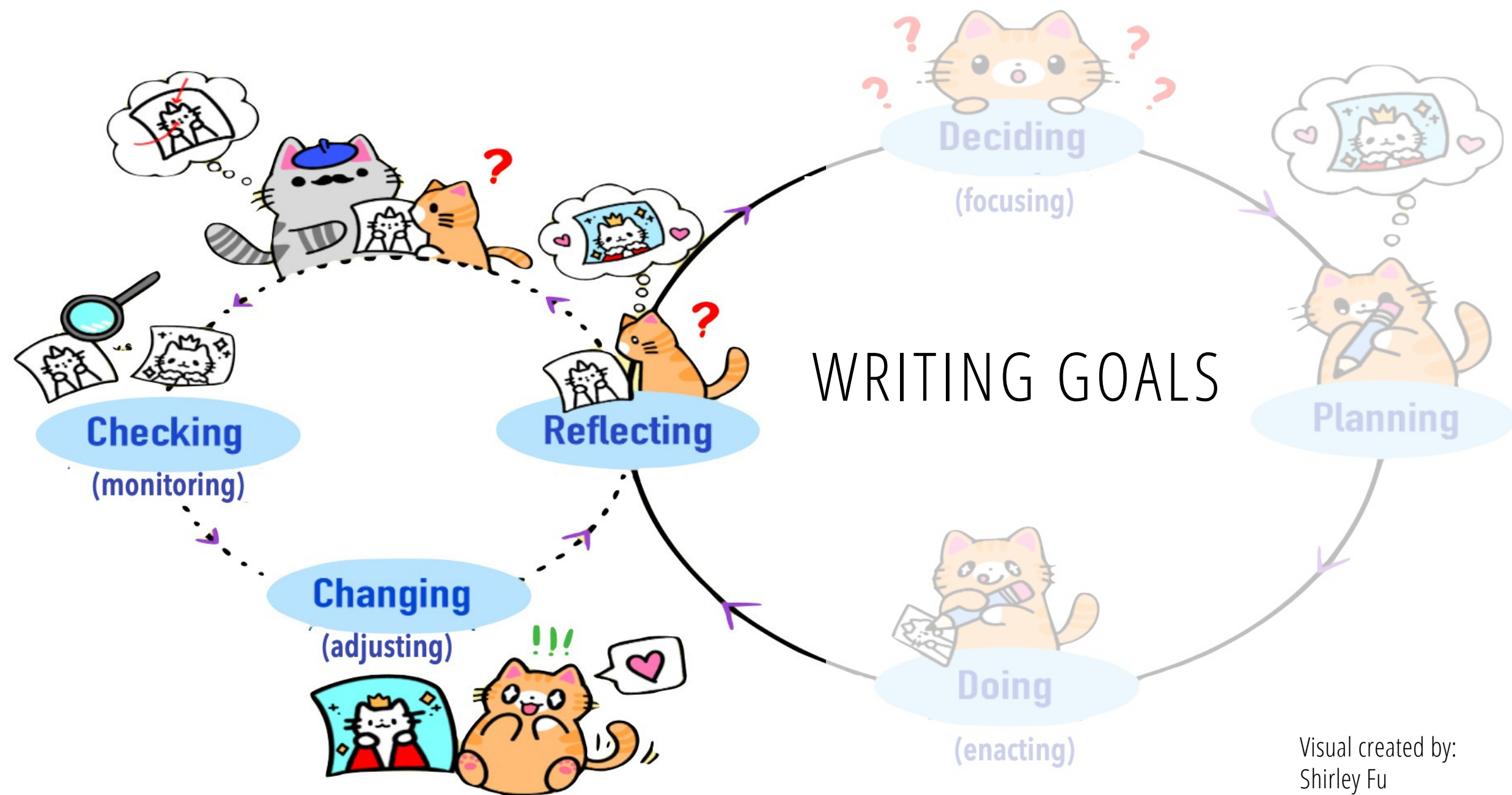
timely

descriptive

specific to goals

not limited to an adult





Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC

CHECKING - MONITORING

consult success criteria
big 3 questions

REFLECTING

self & peer assessment
proficiency scale

CHANGING - ADJUSTING

drafts as time to think
return to the cycle



CHECKING - MONITORING

consult success criteria
big 3 questions

REFLECTING

self & peer assessment
proficiency scale

CHANGING - ADJUSTING






drafts as time to think
return to the cycle

Looking at Learning

in: _____ name _____
_____ grade _____ date _____

The skill I am learning: _____ My choice of evidence is: _____

How are you doing?

Budding	Emerging	Developing	Applying	Extending
 I work best when I work side by side with a guide. I am connecting to what I already know.	 I'm starting to get it. I am beginning to have lots of ideas and information. I work best with some help while I'm learning.	 I am figuring out more and more on my own. I have lots of ideas and information. I need some support while learning.	 I can do this on my own and can apply it to new challenges successfully. I can explain what I'm learning to others.	 I can work on my own, using my knowledge and skills as a guide. I can apply my learning in unique and complicated ways.
one on one adult support	ongoing adult support	Growing independence	Independent	Independent and self-directed

How do you know? _____

Where to next? _____

Core Competency Connections

C	C	PS	PS	PS	T	T
COLLABORATION	COMMUNICATION	SOCIAL	IDENTITY	PERSONAL	CREATIVE	CRITICAL + REFLECTIVE

© Monika Bergström - 2023

OPINION WRITE: SELF CHECK

Evidence: _____ Name: _____
_____ Date: _____

In looking at this work, think of how goals are being met.
Check off or highlight where each skill goal is at.

Key Ingredients in Information/Explanation Writing

Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
	Strong Title Gives a good hint and is interesting. Makes sense with the audience.	
	Introduction Interesting and attention grabbing! Topic sentence is clear.	
	Key Ideas/ Transitions You can tell what the main ideas are. Reader is guided by transition words.	
	Details/Elaborations The details are on topic, make sense, and are fully explained.	
	Conclusion The writing feels wrapped up and complete. It makes your head nod!	
	Organization All the ingredients are organized in a way that makes sense. Feels professional!	

Focus: Opinion Writing

Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
	Convincing Has good evidence, stories, facts to prove the point.	
	Audience + Purpose The intended audience and purpose is thought of; the words + details match.	

Moving Forward

A goal I will focus on next is...

M. Bergström

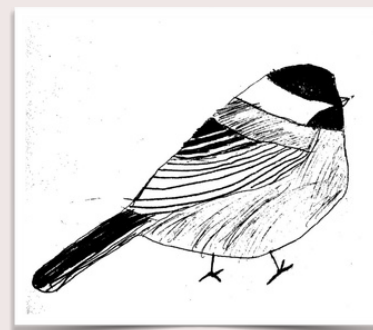
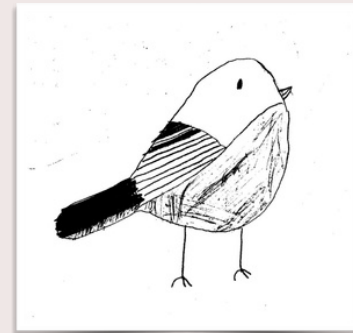
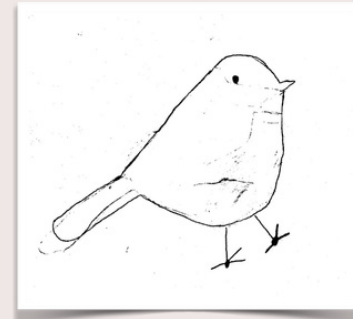
In looking at this work, think of how goals are being met.
Check off or highlight where each skill goal is at.

Key Ingredients in Information/Explanation Writing		
Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
	Strong Title Gives a good hint and is interesting. Makes sense with the audience.	
	Introduction Interesting and attention grabbing! Topic sentence is clear.	✓
	Key Ideas/ Transitions You can tell what the main ideas are. Reader is guided by transition words.	
	Details/Elaborations The details are on topic, make sense, and are fully explained.	
✓	Conclusion The writing feels wrapped up and complete. It makes your head nod!	
	Organization All the ingredients are organized in a way that makes sense. Feels professional!	
Focus: Opinion Writing		
Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
	Convincing Has good evidence, stories, facts to prove the point.	✓
	Audience + Purpose The intended audience and purpose is thought of; the words + details match.	
Moving Forward		
A goal I will focus on next is... A conclusion		

M. Bergström

Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
✓	Strong Title Gives a good hint and is interesting. Makes sense with the audience.	
✓	Introduction Interesting and attention grabbing! Topic sentence is clear.	
	Key Ideas/ Transitions You can tell what the main ideas are. Reader is guided by transition words.	
	Details/Elaborations The details are on topic, make sense, and are fully explained.	
	Conclusion The writing feels wrapped up and complete. It makes your head nod!	✓
?	Organization All the ingredients are organized in a way that makes sense. Feels professional!	?
Focus: Opinion Writing		
Let's make a goal.	I can do it. I am meeting our goals.	I do this well and model it for others.
✓	Convincing Has good evidence, stories, facts to prove the point.	
	Audience + Purpose The intended audience and purpose is thought of; the words + details match.	
Moving Forward		
A goal I will focus on next is... I rilly want a Beder titly.		

M. Bergström



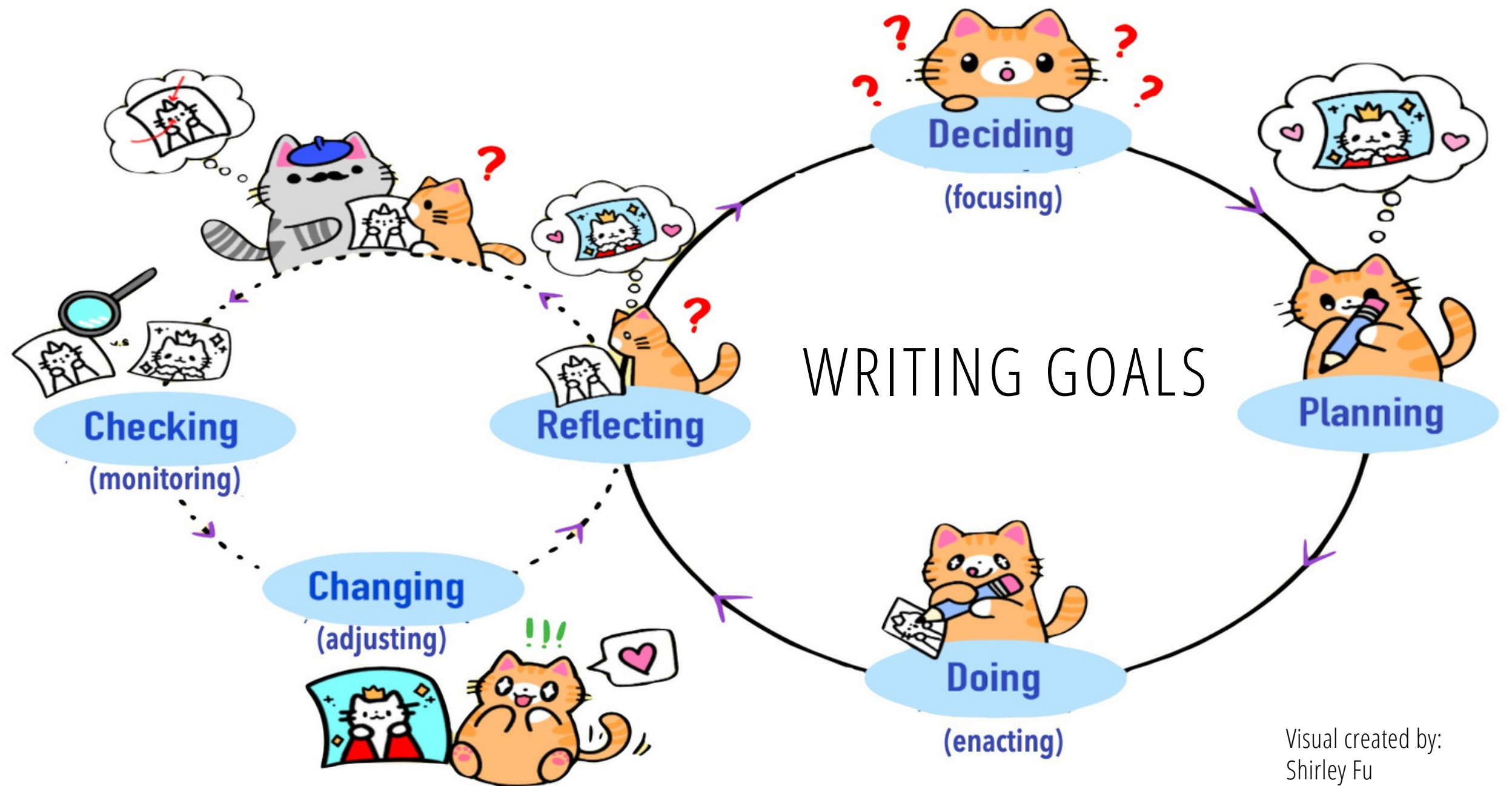
SCIENTIFIC DRAWING STUDY

Birds of BC

Image Source: <http://www.birdsbc.ca/guide/black-capped-chickadee>

Black-capped Chickadee

M. Ståhlström



Visual created by:
Shirley Fu
Grade 4/5 teacher, Burnaby, BC

CONTEXT THAT SUPPORTS GOAL SETTING



CLASS CULTURE

social emotional learning
culture of learning > competition
belonging



LEARNING PROCESS

focus on the learning process
unpack assessment language
growth mindset



INSTRUCTIONAL DESIGN

multiple opportunities
practice goals with reflection
unpack goals throughout & create criteria