

The Impact of Self, External, and Socially Shared Learning Regulation on “Aarav’s” Experience at School

Self-Regulated Learning:	Externally Regulated Learning:	Socially Shared Learning Regulation:
<i>Students individually monitor problems, create solutions, and reflect on process.</i>	<i>Teacher monitors problems, creates solutions, and reflects on process.</i>	<i>Collaboratively, class monitors problems, creates solutions, and reflects on process.</i>
First period (Math): Aarav is overwhelmed by a crowded math page...		
To calm himself, Aarav works with a partner. Like his mother does, Aarav methodically rewrites each question on a separate piece of paper to make it less overwhelming. This takes a long time, but he uses a similar process later, in science class.	The teacher believes the room is too noisy for students to focus. They are asked to work silently, and they do. Aarav becomes frustrated and leaves the room for 20 mins. Reflecting upon the success of this approach, the teacher plans to use it again.	The teacher asks the class to talk about the ways they are struggling. Then, Aarav shares his mom’s approach of rewriting questions and also uses a peer’s idea to cover adjacent questions. Later, the class reflects that Aarav’s approach takes longer.
Third period (History): Aarav’s notes are disorganized and he is a little behind...		
Like his Grandfather, Aarav takes a deep breath and talks himself through the organization of his notes: “Okay... this goes first, and I’ll put this in a folder, and this is garbage.” Fifteen minutes later, he’s ready to start.	The teacher calls Aarav as well as five other students to her desk at the beginning of class. She gives them a pre-tabbed folder and tells them she will keep their notes behind her desk after class each day.	The teacher asks the class to share barriers and strategies, and many do. From a friend, Aarav learns to number his pages; he won’t have such a mess to deal with next class. Three girls start using his self-talk strategy.
Fourth and fifth period (Science): Aarav builds a bridge with a team of peers...		
Aarav uses a computer program to pre-plan the structure of his bridge. This takes a long time, and his group builds a different structure without him.	The teacher gives 20 minutes of detailed instructions on exactly how to manage materials, plan the structure, and collaborate with others. The students will need more support, she reflects.	The teacher asks the class to discuss their preferred strategies, and many do. Aarav demos the planning program he likes. His group combines it with another idea for organizing materials.
After school diary entry...		
<i>Today I felt lonely. Nobody listened to my ideas for building the bridge. It was nice to use Grandfather’s trick for getting organized, but nobody really noticed.</i>	<i>My teacher doesn’t understand me and she doesn’t like me. Nobody wants to be my partner. The girls said I’m a mess.</i>	<i>Chen-Ling’s numbering strategy is my new favorite, and Marci, Ami, and Tonika loved Papa’s self-talk strategy. I taught my whole class how to use Sketcho. I felt so proud.</i>