



EFFECTIVENESS OF SELF REGULATED LEARNING STRATEGIES IN SOCIAL STUDIES ON LEARNING EFFECTIVENESS IN RELATION TO LEARNING STYLES OF STUDENTS

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Abstract: The present paper is based on research study undertaken to find out the Effectiveness of Self Regulated Learning in Social Studies on Learning Effectiveness in Relation to Learning Styles of Students. An experiment was conducted on 200 students of 7th class in subject of Social Studies. For the data collection, Learning Effectiveness and learning styles scale was developed by investigator. Qualitative analysis revealed that when the students with visual, audio, read/write and kinesthetic learning styles taught through Self Regulated Learning attained enhanced Learning Effectiveness and also most of them appreciated self learning strategies.

Index Terms - Self-Regulated Learning, Learning Effectiveness and learning Styles

I. INTRODUCTION

Self-regulated learning suggests that students engage in their own learning processes on metacognitive, behavioral, and motivational levels for effective learning. self-regulation has been identified as fundamental for effective learning. Moreover, There is no one right or wrong way when it comes to learning. Some people may find that they learn best when taught in a specific manner, while others may find that manner is confusing and difficult to understand. The different ways or approaches to learning are known as learning styles. There are a number of different styles that people may gravitate toward, and some may even combine various aspects of several styles. Often, people start to develop their personal learning styles at an early age. When learners are aware about their own learning styles and taught accordingly they show higher interest and motivation in the learning process. Therefore, when students participate in learning activities they can understand the status of their self-learning and performance only that will lead to more effective learning. It is equally important for teachers to take the various learning styles into consideration when developing lesson plans and when instructing the people in their classes.

Self-Regulated Learning

It is important to consider the profile of the learner with self-regulated learning skills in understanding and correctly interpreting the concept of self-regulated learning. Zimmerman, (1986) reported that, “self-regulated learners are active agents in their learning process by planning, setting goals, and engaging in strategies to enhance their progress toward academic achievement”. In addition, Zimmerman (2000) stated that, “self-regulation refers to learning that results from student’s self-generated thoughts and behaviors that

are systematically oriented toward the attainment of their learning goals.” moreover, Schwartz (2003) stated that, “Self-regulated learning is encouraged through a cyclical process, wherein the student plans for a task, monitors their performance, and then reflects on the outcome”. Furthermore, Zimmerman and Schunk (2011) stated that, “The self-regulation of learning and performance in academic settings is a defining characteristic of autonomous and competent students”. Similarly, Dabbagh and Kitsantas, (2012) indicated that, self-regulated learning is an essential element for lifelong learning, and it is a process in which the student controls, monitors and influences his/her own thinking process that requires knowledge and skills. According to Moos and Bonde (2016), “individuals with self-regulated learning skills are aware of the behaviors they can perform and can evaluate their performances”.

To sum up, it is important for students to gain self-regulation learning skills in school environment to increase their academic success and to improve the learning process. Apart from that, it gives the students the opportunity to control their behavior, motivation and affect and cognition in order to improve their academic learning and performance.

Learning Effectiveness

Learning satisfaction and learning attitude are both the key metrics to evaluate learning effectiveness. There are many factors that affect learning satisfaction and learning effectiveness of the students. In addition to personal factors of students, teacher, curriculum and learning environment can all be part of the equation. Watkins et al., (2007) stated that, “defining effective learning is not an easy task because everyone holds different perceptions and interpretations based on his view and interest. Indeed, time and space add to vary the definition. Today’s effective learning concept is different from the concept a century ago”. Dunlosky et al., (2013); Sun & Chen, (2016), stated that, “In terms of outcome, effective learning is the one that improves the student’s learning outcome”. Furthermore Coe et al. (2014) stated that, “effective learning is a process directed to high achievement by the students”.

Effective learning can also be seen in terms of process and outcome. In terms of process, learning is considered effective if students are engaged actively carry out the stages of the learning procedure. In terms of results, it is considered effective if the learning goals of students mastered completely.

Learning Styles

Fleming & Baume (2006), defines psychologically, learning style is the way the student concentrate, and their method in processing and obtaining information, knowledge, or experience. On the other hand, from the cognitive aspect, learning style can be referred to various methods in perception creation and information processing to form concepts and principles. Claxton and Murrell, (1987) reported that, studies have shown that identifying a student’s learning style and providing appropriate instruction in response to that style can contribute to more effective learning. Besides, Shaughnessy, (1998) indicated that, a person's learning style is how he or she concentrates, processes, internalizes, and remembers new and difficult information or academic skills. A person's style often varies according to age, level of achievement, culture, global versus analytical, processing preferences, and gender. While, as Dunn et al. (2001) on the student’s learning styles show that the student’s learning styles depend on the educational interventions that are beneficial for their academic achievement. Federico (2000) explained that, by understanding student’s learning styles, students could improve their planning, producing, and implementing educational experiences; thus, the analysis of student attitudes and learning styles will help in designing, developing, and delivering more effective and efficient educational environments.

There are various views on learning style concepts and definitions among researchers and each investigates and observes from various aspects. There are different models and many ways to look at learning styles. How people learn and interact best can be evaluated by using a VARK model developed Neil D. Fleming, an educator. This model emphasizes that students have different “preferred learning modes,” or ways of processing information. Styles are focused on each students preferred mode of communication and the preferences are identified as:

- Visual Learners
- Audio Learners

- Read / Write Learners
- Kinesthetic Learners

Visual learning style learners prefer images, maps, and graphic organizers to access and understand new information. Listening and speaking in seminars and group discussions help auditory learners understand new material. Read and Write learning style learners learn best through words. The kinesthetic learners best understand information through a tactile representation of data.

I. Objectives of the study

The study will be conducted keeping in mind the attainment of the following objective:

- To study and compare the effect of self regulated learning and traditional learning strategies on the Learning Effectiveness for students with visual learning styles.
- To study and compare the effect of self regulated learning and traditional strategies on the Learning Effectiveness for students with audio learning styles.
- To study and compare the effect of self regulated learning and traditional strategies on the Learning Effectiveness for students with read/write learning styles.
- To study and compare the effect of self regulated learning and traditional strategies on the Learning Effectiveness for students with kinesthetic learning styles.

II. Research Questions

Although many factors are involved in assessing the effectiveness of instructional practices, the following research questions were used to guide this study regarding self regulated learning instructional methods and learning effectiveness:

Research Question 1: Do the self learning strategies are qualitatively better and whether it enhanced learning effectiveness with regard to visual learning styles.

Research Question 2: Do the self learning strategies are qualitatively better and whether it enhanced learning effectiveness with regard to audio learning styles.

Research Question 3: Do the self learning strategies are qualitatively better and whether it enhanced learning effectiveness with regard to read/write learning styles.

Research Question 4: Do the self learning strategies are qualitatively better and whether it enhanced learning effectiveness with regard to kinesthetic learning styles.

III. Research Design

The present study employed on variable of Instructional treatments which was studied at two levels namely experimental which was taught as self regulated learning and control group which was taught by traditional instruction. The variable of learning styles was studied at four levels i.e visual, audio, read/write and kinesthetic.

IV. Tools Used

Lesson plans developed on the basis of self regulated learning approach.

1. Learning Effectiveness Scale developed and standardized by investigator.
2. Learning Styles Scale developed and standardized by investigator.

V. Statistical Techniques Used

Qualitative analysis was done

VI. Methodology

Two main stages were adopted as the procedure of the experiment. These stages were:

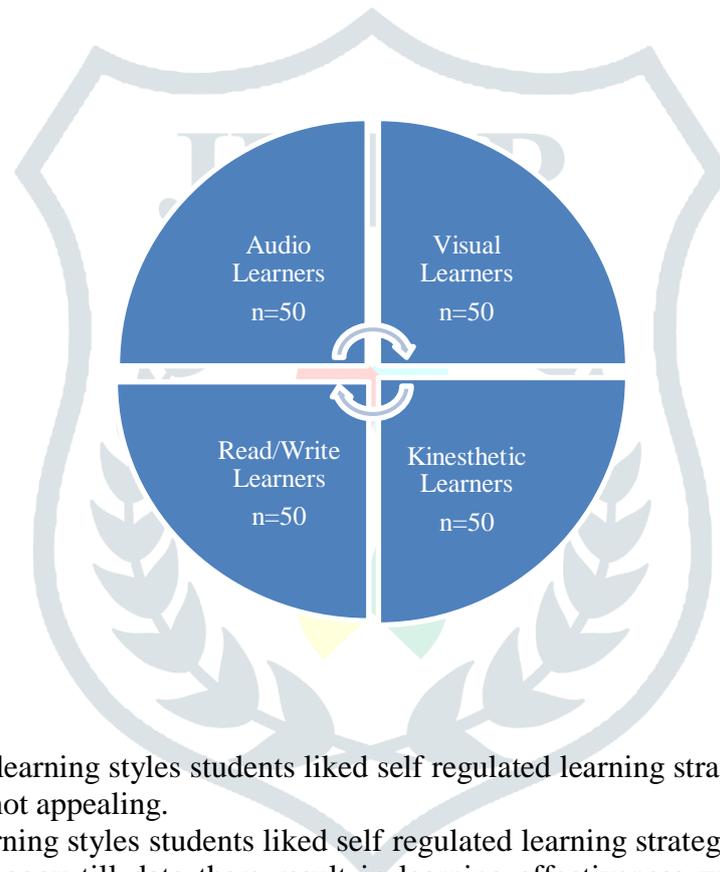
Stage I: Selecting the sample

A random sampling technique was used to select the primary school students. The study was conducted on the sample of 200 students of class 7th from the D.A.V Public Senior Secondary School(CBSE) Phase-10, S.A.S Nagar, Mohali and Saint Soldier International Convent School(CBSE) Phase-7, S.A.S Nagar, Mohali, Panjab State, India with the permission of the principals of respected schools.

Stage II: Procedure of the study

The experiment was conducted as stated below:

Administration of learning styles questionnaire: Group was equated on the basis of learning styles questionnaire. Data was collected from total 200 students and analyzed qualitatively. Out of 200 students 50 were visual learning style students, 50 were audio learning style students, 50 were read/write and 50 were kinesthetic learning style students. Randomly distributed groups were given learning effectiveness scale. Answers given by four groups were qualitatively analyzed only.

VII. Data Analysis

1. 10% of the audio learning styles students liked self regulated learning strategies as average and there results were also not appealing.
2. 40% of visual learning styles students liked self regulated learning strategies as the best lesson plans and learning pedagogy till date there result in learning effectiveness were also doubled then the previous one almost.
3. 72% of read/write learning styles students liked self regulated learning strategies as the best lesson plans and learning pedagogy till date there result in learning effectiveness were also doubled then the previous one almost.
4. 85% of kinesthetic learning styles students liked self learning strategies as the best lesson plans and learning pedagogy till date there result in learning effectiveness were also doubled then the previous one almost.

VIII. CONCLUSION

1. Allows the learners to find out ways to learn at their own pace.
2. To achieve effective learning the teacher as a mentor should be able to implement the learning process to the fullest. As an educator in the school, teachers are expected to enhance the learning process more effectively.

- Therefore, the integration of learning styles and teaching with Self Regulated learning strategies has overall positive effect on learning effectiveness and can influence academic performance of students at school.

IX. EDUCATIONAL IMPLICATIONS

- To enable students be a good participants in learning.
- To create such a classroom environment where new ideas and knowledge can be shared between teachers and students.
- To enable students to explore new ideas through setting connection with their previous knowledge.
- To prepare students for divergent and critical thinking skills.
- To prepare teachers to adopt these practices through well-structured high quality training programs that help teachers become more competent, confident in their abilities, and motivated to apply such practices.
- Hence, to achieve this outcome, educational policy-makers and school personnel should focus on the importance and value of self regulated strategies.

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