

The influence of teacher perceived administration of self-regulated learning on students' motivation and information-processing

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Abstract

This study investigates the influence of teacher perceived administration of self-regulated learning on students' motivation and information-processing over time. This was done in the context of the Interactive Learning group System (ILS[®]): a large-scale innovation program in Dutch vocational schools. A total of 185 students were grouped post facto over contrasting groups, which differed in the adherence of teachers to vital, instructional principles based on self-regulated learning. Differences over time in student motivation and information-processing between these contrasting groups were explored.

Mean differences as well as striking differences in relations between variables over time were found. Strong teacher adherence to the instructional principles of ILS was associated with a significant increase in deep-level processing and a positive relation between motivation and deep-level processing strategies over time.

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