

PERCEPTION OF FUTURE MATHEMATICS TEACHERS ON THE PROMOTION OF SELF-REGULATION OF LEARNING

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During their initial training, teachers must acquire important skills like the transversal ones, which they can later use and promote in their professional practice. One of these skills is the so called self-regulation, which is essential in the teaching and learning processes, since it allows controlling, organizing and adapting the training process under different contexts (Zimmerman, 2000).

This study describes the self-regulatory actions that future mathematics teachers (FMTs) claim to promote during their mathematics classes. The research follows a mixed methodology, analysing the perception of 100 FMTs during their practicum in the Master in Training of High School Teachers of a Spanish University, for the academic year 2020-21. The utilized questionnaire, "Promotion of self-regulation in mathematics class", has been designed, constructed and validated, and it consists of 23 items with a Likert scale from 0 to 5. It also contains two open-response questions, where FMTs have to justify why they promote some actions more than others. Such actions are previously classified according to the Didactic Suitability Criteria (Hidalgo-Moncada, et al., 2020), which are a tool that allows teachers to carry out a reflective practice through six facets: epistemic; cognitive; interactional; mediational; emotional and ecological. In this communication, the actions related to emotional and ecological suitability will be described, since they have yielded the most relevant results.

The results suggest that some FMTs always or usually promote the contextualization of mathematical activities, proposing intra and interdisciplinary connections, and implementing different forms of evaluation. It is also observed that some FMTs rarely or never implement self-regulatory actions related to knowing the interests of the students or promoting emotional, motivational or attitudinal self-assessment, which shows a need to reinforce these aspects in the initial training programs of teachers.

Acknowledgements

Supported by the MINECO/FEDER, UE, Research Project PGC2018- 098603-B-I00.

References

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