



## Fostering Self-Regulated Learning in Preschool

Janete Silva Moreira<sup>1</sup>, Paula Costa Ferreira<sup>2</sup>, Ana Margarida Veiga Simão<sup>3</sup>

CICPSI, Faculty of Psychology, University of Lisbon. Alameda da Universidade, 1649-013 Lisbon, Portugal

### Abstract

Self-regulated learning (SRL) competencies are transversal to learning and play a central role in the development of autonomy. Considering a sociocognitive model, the implications of promoting SRL from an early age were studied. Moreover, dynamic assessment approaches were used to assess and promote learning through child-adult interaction, identifying the learner's potential. Therefore, the study aimed to support approaches to foster SRL in preschool. Specifically, we aimed to improve children's SRL strategies (i.e., forethought, monitoring, and reflection) using the educational intervention Pipo and Mia, the magic knights, specially designed for this purpose. 115 preschoolers participated in the study, and their teachers developed the intervention with them. Pre and post-test results showed an improvement in children's SRL strategies, with significant differences in some phases (i.e., forethought and reflection). The monitoring phase was identified as the most difficult, similar to previous research. Teachers assessed the intervention potentialities, underlying the interest of the narrative, the characters, the cyclical structure, and the related activities, in which active and motivational methodologies were applied. This study contributed with new dynamic assessment instruments to foster SRL in preschool, as suggested by the literature. It also allowed to promotion of SRL strategies of the three phases with positive results, which is not common within this age range. Research and theoretical implications are discussed.

**Keywords:** autonomy; dynamic assessment; infancy; intervention; learning.