BAR-ILAN UNIVERSITY

The Relationship between Using Simulation as a Learning Promoting Methods and SRL in Interpersonal Relationships among First Year Teachers

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Submitted in partial fulfillment of the requirements for the Master's Degree in the School of Education, Bar-Ilan University

Ramat Gan, Israel   2021

Abstract

Self-Regulated Learning is the learner's ability to be aware of his thoughts, feelings, and behaviors during learning, to supervise and manage them (Michalsky & Schechter, 2018; Zeidner, 2019). In this process, which is conducted in a circular manner, the learner sets goals for himself, plans the cognitive strategies (meta-cognitive) while supervising the process and evaluating it, and managing the motivation (Pintrich, 2000; Winne, 2001). When a learner achieves the learning goal and completes the self-regulation process, he will also systematically reflect on the past learning process and set new goals that will often lead him to a new self-regulation cycle (Cohen and Kramersky, 2010; Zimmerman, 2002).

Many studies have pointed the importance of self-regulation in learning as a tool for promoting teacher and student education. In addition, research evidence on the relationship between teachers 'self- regulation and students' self- regulation is growing - when teachers who intend to be effective in advancing their students' self- regulation processes should first master their self-regulation processes in their own learning. (eg Bembenutty, 2013; Kramarski & Michalsky, 2009; Hattie & Yatse, 2014). The level of self-regulation as part of teachers' learning processes is related to how they are directed towards achieving the learning goals and the level of awareness of it (Van Eekelen et al, 2005).

Much has been said in the research literature about the complexity of teaching, especially about the complexity of entering teaching, i.e. the first year of teaching interns (e.g ., Johnson et al., 2014; Lindqvist et al., 2019). Interns are at a critical stage in entering teaching that is sometimes accompanied by a daily sense of survival and multiple challenges of various kinds including resolving conflicts with colleagues, parents, and students while developing their concept of self-perception as teachers within a cohesive school culture.

The present study dealt with the relationship between the development of self-regulation and participation in a simulated experience in education. Using a simulation - a technique that allows for experiences in the field of education under laboratory

conditions (Gaba, 2007), may help new teachers deal with significant aspects of the school world of work in a controlled and safe environment. Previous studies show that participating in simulations has a positive effect on teachers' work in the field. (Rauen, 2004; Robberts & Goodhand, 2018). In addition, simulations are seen as a tool to promote learning, improve confidence in dealing with conflicts, and as a positive experience (Bond et al., 2004; Jeffries et al., 2003; Moule et al., 2008; Barr et al., 2020). In the context of self-guidance, simulations have been found as a tool that offers learners the opportunity for self-regulation in learning in an emotional-social context (Wasserman-Gottlieb, 2017). However, no studies have yet been conducted examining metrics of self-regulation per se in an emotional-social context as well as the contribution of the simulation workshop to the professional progress of specialized teachers.

The present study aims to examine the effect of participation in the simulation workshop on aspects of self-regulation in learning in interpersonal contexts among specialized teachers. As part of the internship workshop, specialized teachers participate in the simulation workshop of the 12th Center at Bar-Ilan University, which is adapted for teachers in their first year. The workshop includes experience in simulations in collaboration with actors who simulate common and authentic conflict situations faced by the specialized teachers in daily life at school, for example, classroom management, a conversation between a teacher and a student with difficulties, a conversation between a teacher and an angry parent and between a teacher and a colleague. Each workshop includes between 3-4 experiences. A number of the participants in the workshops actively experience simulations in front of an actor, and the rest of the participants take part in the workshop as observers of the simulation experience and as partners in the research group discourse. The debrief that takes place after the experience is video-based and includes feedback from the actors on how they feel about their experience during the simulation and also from the viewing group, accompanied and guided by the workshop advisor. The whole process

that takes place in the workshop is a reflection that includes an internal observation for all the participants (http://zik.co.il/z5vl).

In the current study, 41 intern teachers participated in the internship workshop for intern teachers at Bar Ilan University, of which 23 (56%) participated in the simulation workshop as spectators and about 18 (44%) experienced simulation in front of an actor. The study was conducted using a mixed-method and included a combination of quantitative and qualitative data in order to enrich the research perspective regarding the investigated phenomenon and look at it from diverse perspectives (Watkins & Gioia, 2015).

In the quantitative part of the study, three questionnaires were used to examine self-regulation indices: metacognition (Schraw & Dennision, 1994), Motivation (Pintrich, Smith, Gracia, & Mckeachie, 1993) and Emotion (Cohen, 2010; Pintrich et al., 1993), Adapted to the present study. The research questionnaires were delivered on three dates - for the first time to all the intern teachers who were scheduled to participate in the study several weeks before the participation in the simulation experience, for the second time immediately after the participation in the workshop, and for the third time at the end of the school year. The research hypotheses were that there would be an increase in self-regulation indices in all three indices in the compared measurements before and after the experiment and that when comparing actual experience in front of actors to experience viewers, those who experienced in front of actors will be found to have higher self-regulation indices. Also, in order to deepen the observation of the findings obtained in the quantitative part, in the qualitative part, semi-structured interviews were conducted with eight participants.

From the findings of the quantitative study, it can be seen that in the analyzes of variance for repeated measurements, a significant increase was indeed observed - in the self-regulation indices between the first and second measurements in the meta-cognition and emotion indices. That is, to the workshop, a positive impact on aspects of self-regulation in interpersonal contexts. However, in comparison with the second and third measurements, a significant decrease was actually observed. This decrease

was explained by the fact that one-time intervention, significant as it may be, is insufficient to bring about long-term changes (e.g ., Light et al., 2009). In addition, the second study hypothesis regarding higher self-regulation indices among experienced participants compared to observing participants was rejected. This trend illuminated the workshop as an equally significant experience for all participants, even those who did not experience simulations in front of an actor. The qualitative part of the study also supports this explanation.

Moreover, the interviewees' words in the qualitative part of the study showed that the structure of the workshop, which includes viewing experiences, video-based research and feedback, encouraged them to have significant reflective processes regarding their experiences and functioning in interpersonal interactions as beginning teachers. For example, interviewees noted that following the scenarios, imagine and think about their conduct in similar situations. In addition, the insight has been sharpened that conflicts can be managed in more than one correct way.

Also, participants who experienced simulations in front of an actor and watched the video themselves described it as a formative experience, free from real mistakes, sharpening the gap between what is desired and what is found, and strengthening confidence. This finding reinforces previous studies that have found the experience in front of an actor during simulations as a meaningful learning experience (Tufford et al., 2018). However, some reported that the experience was stressful for them because it included uncertainty about the future to come and the perception of the experience as a test.

From the results of the study on both its quantitative and qualitative aspects, it can be learned that the simulation workshop that includes experiential learning created meaningful learning for the interns. While dealing with authentic scenarios from the interns' world of work, the workshop apparently succeeded in producing a sense of relevance in their eyes, which is important in creating meaningful learning (Kember et al., 2008). The interns are already teachers in practice who deal on a daily basis with the difficulties and content that the teaching year produces; these are authentically

reflected in the various scenarios that make up the simulation workshop. Also, experiential learning encourages reflection, which broadens perspectives on familiar situations that, in turn, will be linked and charted through similar future situations (Kolb, 1984).

In conclusion, this study makes a theoretical and practical contribution. At the theoretical level, it can be learned from the study that experiential simulation-based learning is significant for teachers in the entry-level teaching phase in aspects of self-regulation development in an interpersonal context. At the practical level, we learn that simulating against an actor in authentic scenarios from the new teachers' world of work is a powerful practical tool as a means of reflective learning and as a response to the need of interns facing complex challenges in this initial teaching phase.