John Wesley Powell Student Research Conference 2018, 29th Annual JWP Conference

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Self Awareness in Elementary Students

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## Literature Review

- The practices that teachers put in place can help improve positive behaviors and social awareness within students (Gage, Scott, Hurn, & MacSuga-Gage, 2018).

- Gage, Scott, Hurn, and MacSuga-Gage (2018) found that elementary students taught in classrooms with high teacher engagement and management had higher rates of success in school.

- Teachers reported that offering choices was a good way to increase self-determination, increase personal interest and give students opportunities to practice decision making skills (Beymer and Thompson, 2015).

- There was a significant positive correlation between emotional awareness and students’ motivation and engagement in learning (Arguedas, Daradoumis, & Xhafa, 2016).

- **Self-awareness** is defined as conscious knowledge of one’s own character, feelings, motives, and desires (Zimmerman (1990)).

## Methodology

- Participants included 27 first grade students from a suburban classroom (10 boys, 17 girls).

- Taught lessons that aimed at developing students self-awareness.

- Incorporated opportunities for students to show self-awareness.

- Analyzed data for common trends that occurred in the classroom.

- **Data Sources:** student work samples, reflections, lesson plans, weekly field notes, and anecdotal records

<table>
<thead>
<tr>
<th></th>
<th>Yes, I do this all the time</th>
<th>I could be doing better at this</th>
<th>I am not doing this and I need to work on this</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow school and classroom rules</td>
<td>23</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>I show respect for myself and others</td>
<td>20</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>I have control over my actions</td>
<td>22</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I work well with other students</td>
<td>21</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>I stay on task and do my work</td>
<td>17</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>I follow directions the first time they are given</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>I always complete my homework</td>
<td>15</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>I am organized</td>
<td>23</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I listen when the teacher and other students are talking</td>
<td>22</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I am neat and do not rush through my work</td>
<td>17</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>I raise my hand and participate every day in class discussions</td>
<td>22</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

*Figure 1:* Shows the results from a self-reflection that students completed. The far left column shows the question students answered. The following columns show the number of student who chose each response.

## Results and Data Analysis

- Students were capable of being self-aware, but they needed multiple reminders throughout the day.

- Group work provided students with opportunities to collaborate with each other and adjust their behaviors to work in a group.

- Students’ self-awareness, excitement, and engagement increased when there were rewards or an unknown at the end of the activity.

- Students were aware of their classmates’ behaviors and choices more than they were aware of their own actions.

- Personal reflections showed that many students knew what areas they needed to improve in as well as areas where their behavior did not align with what was expected of them.

## Conclusion

- Findings indicated that when teachers actively taught and interacted with the class, students were more likely to be self-aware.

- When teachers set clear expectations of the students, they are more likely to be self-aware.

- Further practice is needed so that students can continue being self-aware without reminders.