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Self Awareness in Elementary Students

Alexandra Hurth
Illinois Wesleyan University

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Self Awareness in Elementary Students

Alexandra Hurth and Leah Nillas*

Educational Studies, Illinois Wesleyan University

Research Question

- How can I help students learn to be self-aware and promote prosocial behavior within the classroom?

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

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

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.