THE LEARNING ENVIRONMENT/MONITORING LEARNING
EVIDENCE-BASED PRACTICE MATRIX

Research Finding	Implications for Practice	Our Suggested Strategies
Motivation, persistence, engagement and goal attainment are influenced both by individual characteristics, such as self-efficacy, and environment	Make learning environments (classrooms, programs, individual tutoring) support individual growth in self-efficacy, self-regulation, and other positive individual characteristics	
People regulate their learning and allocate energy to tasks that are neither too easy nor too hard.	Based on students' goals, choose learning tasks that optimally interesting and challenging but realistic, then provide "scaffolding" for them to be successful.	
Students' motivation is increased when they have some autonomy and self-direction about the learning tasks they need to do	Give students choices in learning activities about what to work on (e.g., choice of reading texts), how to work on (e.g., in pairs, small or large groups), thereby increasing their interest and sense of value in the task	
Students need feedback in order to assess their progress on tasks, a part of self-regulation of learning	Provide "fine-grained" feedback, privately, within a short-time after students complete a task	
Students' motivation is increased when they value a task because it is part of the process of accomplishing their goals	Use "deep questions" before and after reading, to help increase student interest and increase their strategies for constructing arguments and explanations	
Students' motivation is increased when they use error management and attribute success "positively"—to effort and strategies rather than to negative internal factors (e.g., "I'm not smart")	Help students be conscious of the way they attribute success or failure (positive or negative) and move them towards positive attributions related to effort, strategies, and learning as a process where errors are natural. Be	

Research Finding	Implications for Practice	Our Suggested Strategies
	aware of negative stereotypes that may encourage a student to attribute failure negatively.	
Students are de-motivated when they feel that structures are pre-determined and too controlling of them	Create classroom environments that reduce pressure and control, and increase safety and student self-directedness (i.e., giving students choices of activities, based on their short-term and long-term goals)	
Students can learn self-regulation strategies from observing teachers and other students using them	Give students options to work together collaboratively	
Technology is a useful tool for increasing students' interest in tasks, for self-regulation and for scaffolding	Wherever possible, use technology to create interest (i.e., interactive websites) or as scaffolding (i.e., speech-to-text and text-to-speech tools can help learners compose more easily on their way to writing independently).	