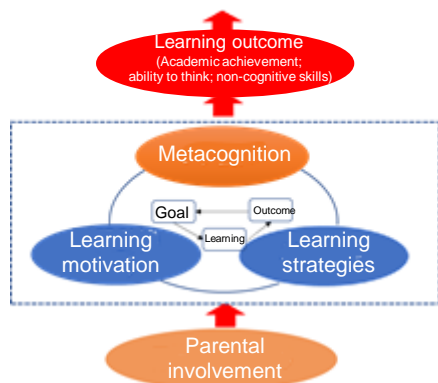


Foster self-sufficient learners



- \* The definition of “learning outcome” in this survey includes not only academic achievements but also the ability to think and develop non-cognitive skills.
- \* This survey is designed based on the “2014 Survey on the Actual Conditions of Children’s Learning in Elementary School and Junior High School” conducted by the Benesse Educational Research & Development Institute (BERD).

### Importance of “Metacognition”

- The government’s curriculum guidelines implemented in 2020 state “Creatively and systematically design learning activities that enhance the skills of study planning and reflective learning.” Under these guidelines, the concept of metacognition is one of the priority topics.
- “Metacognition” is the skill which enables making an objective self-assessment of learning activities from a higher perspective. This skill is one of the critical elements of self-regulated learning (meaning the learner’s active involvement in his/her learning), besides “learning motivation” and “learning strategies.”

### Purpose of this survey

- In this report, we will examine the actual conditions of children’s learning in upper elementary school, including the status of metacognition and the correlations between metacognition and learning strategies/learning motivation/academic achievements. This survey also aims to clarify the effects of parental involvement on children’s self-directed learning. We hope that the outcome of this survey will contribute to child-rearing by parents and educational practices by schools and teachers. Ultimately, we wish to develop self-sufficient learners among young children.

### Survey design

- This survey is designed based on the learning model of “independent learning” under the theory of “self-regulated learning” (by BERD, 2014).

- **Theme** Awareness and actual conditions of children in upper elementary school regarding their learning and parental involvement.
- **Method** Online survey
- **Participants** Children in fourth to sixth grades in elementary school and their parents across Japan. We completed the survey after collecting 1,000 samples per grade.
- **Number of valid samples**
  - Fourth-graders: 992 samples \* Eight samples were excluded from analysis due to inconsistency in the children’s grade at the time of the survey request and at the time of response.
  - Fifth-graders: 1,005 samples
  - Sixth-graders: 1,007 samples \* Number of samples for children in fifth/sixth grade exceeds 1,000 because multiple answers were sent in at the same time.
- **Period** Late July - Early August
- **Survey items**
  - <Key items for children>
    - Usual lifestyle and learning habits; usual studying and reading time in average; the status of metacognition; studying methods (learning strategies); study planning and reflective learning; children’s ingenuity in learning and its benefits; reasons for study (learning motivation); self-assessment on academic achievements/ability to think/non-cognitive skills.
  - <Key items for parents>
    - Current parental involvement in children’s daily activities and education; reflection on parental involvement when children were in lower elementary school; different ways to praise children; attitudes towards children’s education.

#### ■ Notes to consider when reading this digest version

- (1) Data in tables and figures as well as in the main text represent overall fourth to sixth graders in elementary school, apart from when their specific grade and information are stated.
- (2) Percentage figures used in tables and figures are calculated by rounding to one decimal place; therefore, the total of such figures may not be 100.