

Self-regulated Learning (SRL) at After School Music Program

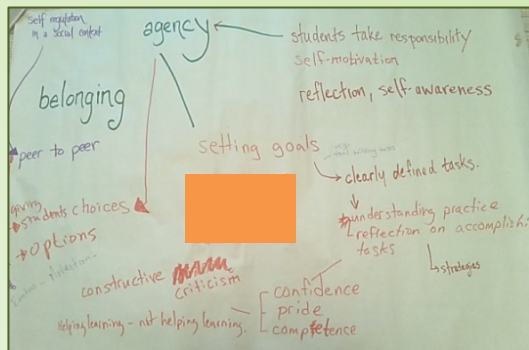
Newsletter 1 - Fall 2015

This newsletter describes our self-regulated learning (SRL) project at . The project is a partnership between UBC researchers and teachers.

What are we (the researchers) doing?

We are working with teachers to:

- Document how SRL is supported through music education
- Build on their capacities to support SRL at
- Support children and youth at to become self-regulating learners



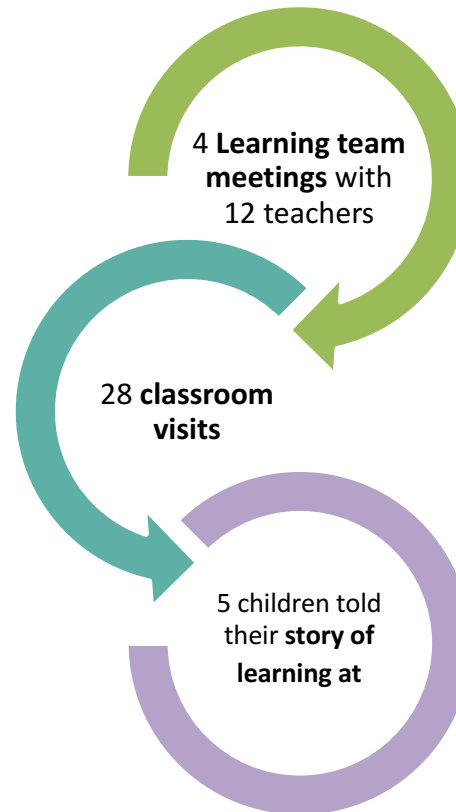
How teachers at understand SRL.

What does SRL mean for learners?

- Taking ownership of my learning
- Being motivated to learn
- Understanding my strengths and challenges
- Using and adapting strategies that help me learn

What have we done so far?

We come to on a regular basis to work with teachers, staff and children/youth. Last year,



Teachers and researchers met to ...

- Talk about SRL
- Plan to support SRL in music classes
- Reflect on how things are going

Researchers visited classrooms to see ...

- What teachers were doing to support SRL
- How children were engaging with opportunities to self-regulate their learning

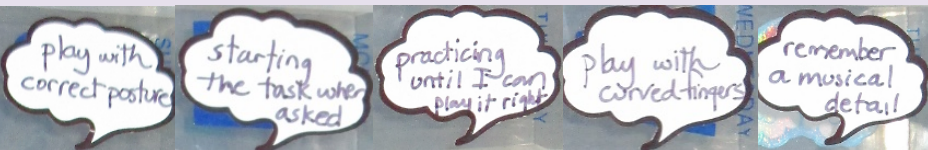
Children in classrooms ...

- Took photos/videos of moments in which they felt in control of their learning, motivated to learn and successful at
- Used photos/videos to create their story using an iPad app called "Our Story"

What did teachers do?

Teachers at _____ used a variety of SRL promoting practices (e.g., giving children choices; engaging them in challenging but meaningful tasks; giving specific and timely feedback; and involving them in self-reflection).

For example, one teacher helped her students set learning goals



Other teachers engaged their students in exploring effective rehearsal strategies and helped students to reflect on their progress.

Teachers perceived these practices helped them support their students and improved their teaching practice.

Choose your focus

- A. Play the notes without rhythm
- B. Play the rhythm without the notes (tap, clap or pluck one string)
- C. Practise in 2-bar chunks. (repeat each chunk until it feels great, then move onto the next one)
- D. Sing or hum quietly
- E. Talk through it – say the fingerings and strings you need

"I started implementing [self-reflection] for the whole class and they responded well"

"[Student] responded well to having choice...worked very diligently with unprecedented focus"



"I [teacher] learned that I need to find things to celebrate and encourage the child in smaller steps in order to accomplish a larger goal"

What did children say?

Children like the social bonds they form in _____ and feel challenged, engaged and successful there. Here is one example of a child's _____ story.

My _____ Story



What's next?

This year we (researchers *with* teachers) will:

- Continue working to support SRL in music education
- Continue hearing from children and youth about their experiences at _____
- Introduce cross-age peer mentoring at _____

*If you have questions or comments about the project, please contact:
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