

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

Newsletter 2 - Fall 2016

This newsletter communicates activities and outcomes from the SRL at [redacted] project, a three-year partnership between UBC researchers and [redacted] that started in 2014.

We have worked closely with [redacted] teachers, staff, children and youth to research and implement practices that support children's SRL development and well-being.

What is SRL?

Processes learners use to guide their thoughts and actions before, during, and after they engage in learning. SRL focuses on developing productive life-long learning that allows:

- thinking independently and flexibly
- relating positively to others
- coping with challenges

What has happened so far?

- 18 teachers/staff are developing their capacity to support SRL in music classes
- We have seen what teachers are doing to support SRL in the classroom and how children are engaging with these opportunities (51 visits)
- 21 children told us their stories of learning at [redacted]
- [redacted] generated 2 SRL promoting program-wide initiatives
- We piloted a cross-age peer-mentoring program
- We launched a website [redacted] as a resource for teachers and the [redacted] community

What can teachers do to support SRL?

Provide Structure

- Clear expectations and instructions
- Complex tasks and activities
- Accommodating individual differences

Give students influence

- Choices, involvement in decision making
- Control over challenge
- Self-reflection, self-evaluation

Support learners

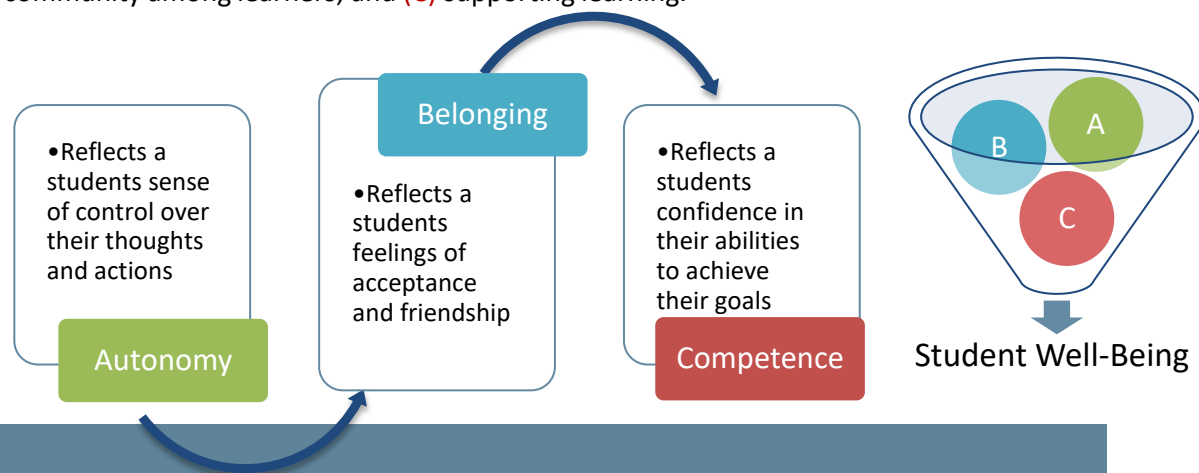
- Modeling, scaffolding, co-regulating
- Giving just in time, specific feedback
- Showing interest and emotional support

Create a Community of Learners

- Active participation in the group
- Shared goals
- Cooperation

How does SRL support student well-being?

Self-Determination research suggests that all students need a sense of autonomy, belonging, and competence to thrive in learning situations. The SRL at [redacted] project is attempting to provide students with these three feelings by (A) giving students influence/autonomy; (B) creating a sense of community among learners; and (C) supporting learning.



Teacher's Voices: SRL at ...

"It's brought a lot of joy and creativity to addressing challenges in the classroom" (KD)

"Talking with other SRL teachers has given me ideas about things I can try with all of my students. I came to with no formal teacher training, so having SRL tools to work with has been very useful" (R)

"As a teacher, participating in SRL has forced me to set goals and reflect throughout the year. Very useful especially when I'm still just starting my teaching career" (N)

"Forcing me to constantly keep re-thinking" (O)

Teachers Practice

Children say:

"At teachers help us learn by...

- ✓ Showing us
- ✓ Working together
- ✓ Tuning our instruments
- ✓ Letting us practice what we want
- ✓ Celebrating us
- ✓ Having fun with us
- ✓ Teaching us lots of songs and special things like harmony"

When we visited them, we saw teachers were...

- ✓ Continuing to promote SRL by offering more choices, clearer expectations, scaffolding more often, engaging students in self-evaluation and showing interest in their learning
- ✓ Creating a community of learners by promoting shared goals, and offering opportunities for collaborative games and peer mentoring

Children's Voices: Learning at ...

Autonomy

"Here is me playing the cello and I feel in control because my teacher is nice and she let me practice whatever I wanted"

"I know how to set my own drum"

"Here at the music academy I can explore the music inside me!"

Belonging

"At you are never not part of a group"

"I have a lot of friends at"

"I like to sing. I feel in a group with my percussion friends"

"I'm with my friends in violin class"

Competence

"I'm learning how to play soft high notes and loud low notes. At first it was hard but it got easier because I listened to the song and then I figured it out by ear"

"I played the song right and I was glad because everyone wanted me to play it right!"

Peer-Mentoring Program

In the Spring of 2016, we piloted a peer mentoring program. Mentors learned to support the autonomy, belonging, and competence of their mentees. Mentors and mentees worked together to create a song they titled "Spring Symphony" that was professionally recorded and performed at the Spring Concert. Results showed that all mentors and mentees experienced feelings of autonomy, belonging, and competence.

What's next?

During the third and final year of our partnership, we will continue:

- Increasing teacher to teacher support
- Investigating how the Academy supports children's well-being beyond
- Helping children to recognize opportunities for engaging in SRL at and beyond

If you have questions or comments about the project, please contact:
Nancy Perry, Lead Researcher (nancy.perry@ubc.ca)