



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Bringing Self-Regulated Learning to Classrooms through Research Practice Partnerships

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Research Agenda

- How can researchers and teachers work together to support self-regulation in classrooms and schools?

This Presentation ...

- How have I used participatory approaches to research to accomplish this goal?



Agenda for Today

- Grounding in SRL theory and research principles
- Current educational and research contexts
- Examples from two projects
- Next steps



Theoretical and Research Principles

- What is self-regulation?
 - Ability to do your job without being asked, told, or shown (Grade 1, 2, 3 students)
 - Ability to control thoughts and actions to meet goals and respond to environmental stimuli (Zimmerman, 2008)
 - Attending to key features of the environment
 - Resisting distractions
 - Persisting when challenged
 - Responding adaptively and flexibly
- Self-regulation in any domain involves metacognition, motivation, and strategic action (Zimmerman, 1990).
- Self-regulating learners are proactive in their efforts to learn ... aware of their strengths and limitations ... guided by personally set goals and task related strategies (Zimmerman, 2002).



Theoretical and Research Principles

- Self-regulation is a significant source of achievement differences among students (Zimmerman & Schunk, 2011).
- Self-regulation is a developmental process and can be learned.
 - Even children with exceptional learning needs can improve their SRL (Butler; Harris & Graham; Wong).
- Self-regulation supports personal and social forms of learning.
 - Co-regulation (McCaslin)
 - Socially shared regulation (Hadwin; Jarvela; Whitebread)
 - Socially responsible self-regulation (Hutchinson)
- Self-regulation is an asset that cuts across socio-demographic boundaries (McInerney & Wanless, 2012; Perry et al., in press).
- Well-known models of self-regulated learning (SRL) are cyclical—describing what learners do before, during and after they engage in all types of tasks (Butler, 2002; Winne & Hadwin, 1998; Zimmerman, 2002).

Global Context

- Learning and living in 21st Century global and knowledge-based societies requires:
 - adaptive, flexible, creative thinking;
 - continuous, life-long learning.

We are: "... [preparing learners] for jobs that do not yet exist, [using] technologies that have not yet been invented, and [solving] problems not yet recognized as problems"
(Dumont et al., 2012).

Context in British Columbia

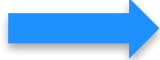

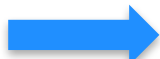
- New curriculum emphasizes personalized learning, inquiry learning, formative assessment, inclusion ...
- Innovations that can benefit from and support SRL frameworks



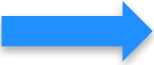
Research Context

- More talk than ever about the role research should play in improving education (Coburn & Penuel)
 - How can we “give our science away?”
 - Why aren’t our evidence based practices (EBPs) adopted and sustained in practice?
 - Could it be the way we pursue the development of EBPs actually exacerbates the research to practice gap?

Research Context

- Traditional approaches to research focus on three types of studies:
 - Efficacy  Investigate practice under ***ideal conditions***
 - Effectiveness  Investigate practice under ***real conditions***
 - Dissemination  Investigate whether practices can be implemented [large scale] by practitioners in ***real world conditions***
- Problem => lots of efficacy studies, fewer effectiveness studies, and even fewer dissemination studies

Research Context

- Participatory approaches to research:
 - Action research
 - Communities of practice
 - Collaborative inquiry
 - Teacher learning teams
- Engage teachers in cycles of inquiry, planning, enacting, reflecting
- Goal  teachers generate knowledge about teaching and learning they can use to develop and implement effective practices in their classrooms



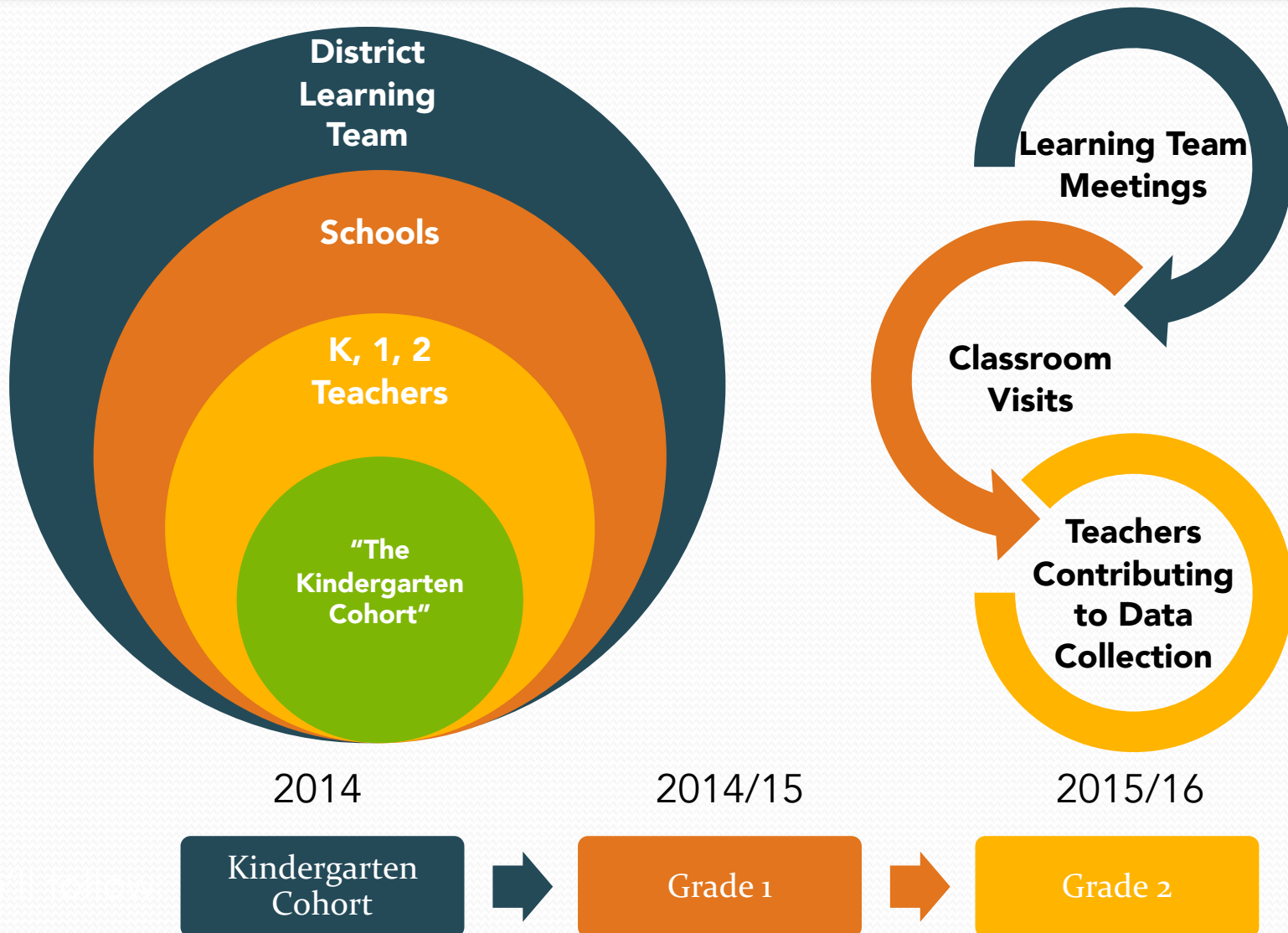
What is a Research Practice Partnership

- Long term collaborations between researchers and practitioners
- Address mutual interests and goals
- Focus on problems of practice
- Involve iterative cycles of planning, enacting, and reflecting

Potential Benefits??

- For practitioners
 - Increased access to research —> increased use of research for making practice and policy decisions
 - More usable interventions —> sustainability
 - Increased capacity in systems and stakeholders to engage in research-informed improvement efforts
- For researchers
 - deeper level of commitment and engagement on the part of teacher participants
 - opportunities to develop and test theory in naturalistic contexts —> more robust and practical models of SRL

Longitudinal Study of Children Developing SRL





The Kindergarten Cohort

Year	Children ¹	Schools	Teachers	Classrooms	French Classrooms ²
K	201 (117)	7	20	15	4 (54)
1	193 (112)	7	21	20	4 (51)
2	156 (90)	6	23	18	2 (28)

1. Boys in parentheses

2. Students in parentheses

Note. Families reported 56 individual cultures/ethnicities and represented a range of SES communities



Research Activities

	Sept. – Dec.	Jan. – Mar.	Apr. – June
Activities that involve all teachers on the learning teams	LT meets once Researchers visit classrooms once	LT meets once Researchers visit classrooms once	LT meets once Researchers visit classrooms once
Data collection for the “Kindergarten Cohort”	Researchers work with teachers to collect samples of children’s work	Researchers work with teachers to collect samples of children’s work	Researchers work with teachers to collect samples of children’s work Teachers rate children’s self regulation and achievement

Research Questions

- Does children's self-regulation in kindergarten predict their self-regulated learning (SRL) in grade 1 and 2? ✓
- How is their self-regulation associated with their overall adjustment to and success in school? ✓
- Who is vulnerable in their development of SRL? How? ✓
- What can we do as educators to support children's SRL and success in school? ✓

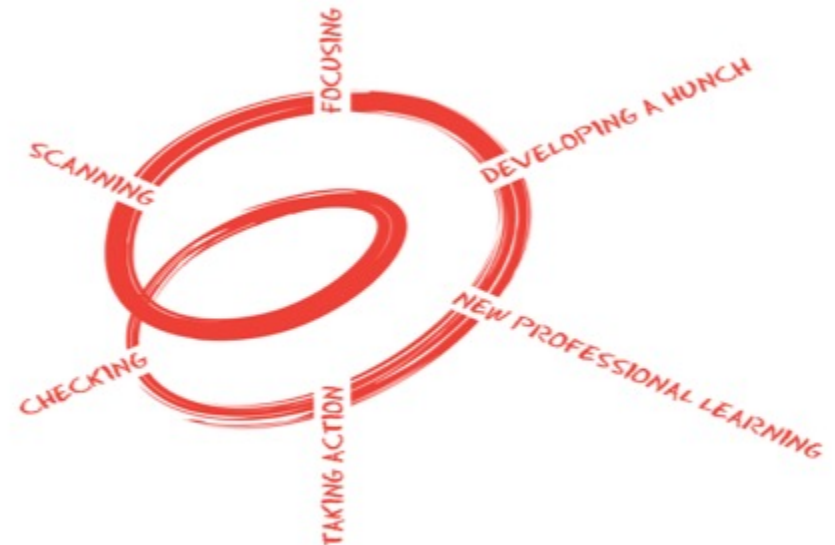


Teachers Questions



- What have you tried?
- Has it made a difference?
- How do you know?

- What's going on for you and your learners?
- Where does your focus need to be?



What are SRL Promoting Practices?

Providing structure

- Tasks/Activities/Participation Structures

- Clear expectations & instructions

- Visual prompts

Giving students influence

- Choices, involvement in decision making

- Control over challenge

- Self-reflection, self-assessment

Supporting, scaffolding, co-regulating

- Teacher support

- Peer support

- * Lots of metacognitive language

Modeling

- Accommodating individual differences

- Creating a community of learners—group cohesion



Challenges For Research Practice Partnerships

- Communication
 - Need to develop a common language for discussing concepts and issues
 - Negotiating new roles and responsibilities
- Organizational realities of educational systems
 - Who is the “partner”?
 - How do you bring others on board?
 - There will always be competing points of view and pressures
- Turnover

Coburn & Penuel, 2016

What's next?

- For the longitudinal study ...
 - 4 more years of funding
 - Expansion of research sites and collaborators
 - 4 foci
- Develop and employ more systematic and standardized assessments of students' SRL
- Focus on children who are at risk in their development of SRL
- Add to our sample of teacher and student participants
- Expand our model of teacher professional learning and study teachers' development of SRL promoting practices in this context

Conclusions

- We're making some headway in closing the research to practice gap for SRL.
 - Theory to practice
 - Practice to theory
- Are we making enough of a difference?
 - For teachers
 - For learners
- We're still grappling with the challenges of research standards (e.g., fidelity, generalizability, scale).