

Young Children's Development of Self-Regulated Learning

Fall 2017



Who We Are:

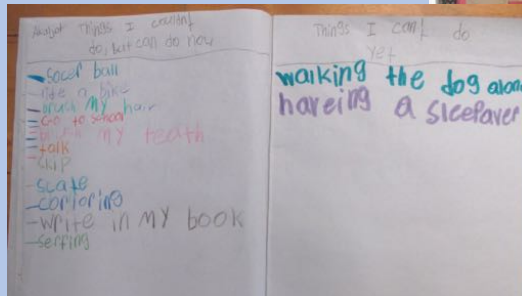
We are a team of researchers from UBC, led by Dr. Nancy Perry. Over the past four years we have been working with School District to understand and support students' self-regulated learning in the classroom. Last year we worked with 6 schools, 18 classroom teachers, and 189 students.

The goal of our study is to understand:

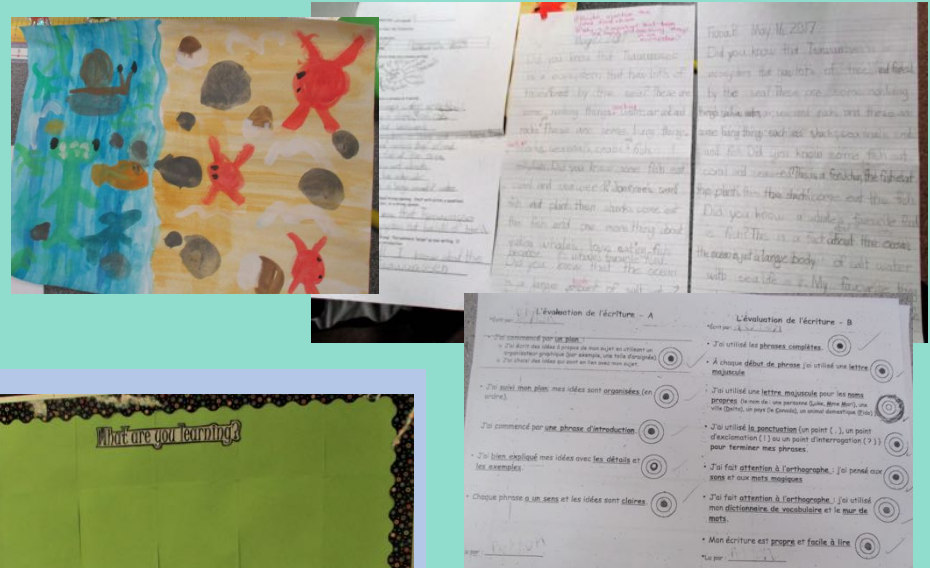
- 1) How self-regulated learning develops from Kindergarten to grade 6.
- 2) How classrooms can support the development of self-regulated learning.

What is Self-Regulated Learning?

Self-regulated learners understand themselves as learners. They are motivated, and use strategies to meet their goals.



Last year... we worked with Grade 3 teachers to create writing tasks that assess students' ability to self-regulate their learning. The writing task involved three parts: pre-writing, writing, and post-writing. Then we visited classrooms to see how these tasks played out with teachers and students. See examples on p. 2.



This year...

We will be working with Grade 4 teachers to again create assessments for self-regulated learning.

If you have questions or comments about the project, please contact us at by email:

selfregulationinschool@gmail.com

Copies of previous emails available through our website:

<http://self-regulationinschool.research.educ.ubc.ca>



THE UNIVERSITY OF BRITISH COLUMBIA

Self-Regulation in Schools

Visit our website, <http://self-regulationinschool.research.educ.ubc.ca>

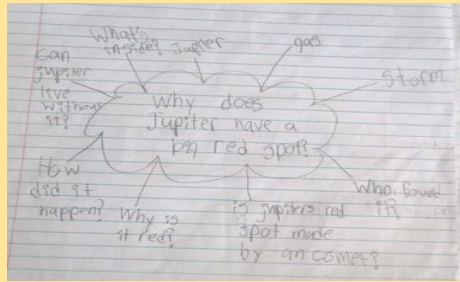
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Self-Regulated Learning in Classrooms

Writing from Research on Space

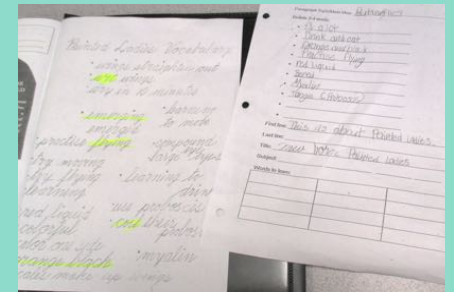
- Students thought of deep questions about space, which they researched and wrote about.



"I knew this would be a difficult project as each of my students chose a unique and different question pertaining to their interest ... It was a fun project that stretched both myself as a teacher and my students in our learning journey."

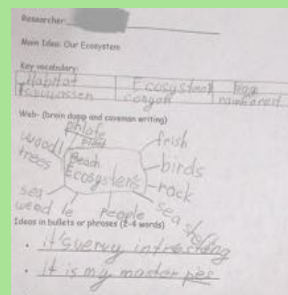
The Life Cycle of a Butterfly

- Before writing**, the class observed several caterpillars transform into butterflies, then used a template to create bulleted-lists of ideas for their report.
- During writing**, students used their bulleted-lists to write a first draft of their report. Students were invited to use ideas the class thought of, to work in groups, or to think of their own ideas.
- After writing**, student self-evaluated their writing using a rubric the teacher created, and then wrote their final copies.



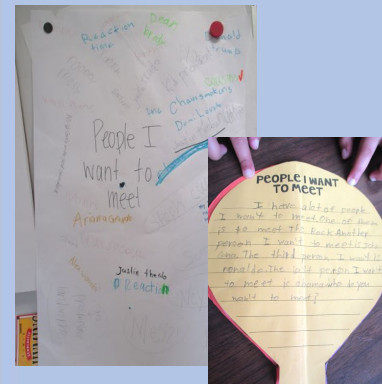
A Local Ecosystem

- Students wrote about a local ecosystem as part of a year-long project.
- Before writing**, students went on field trips and generated criteria on what good writers do. They used a loose parts activity to represent their ideas, then recorded their ideas on a planning template.
- During writing**, T reminded students of criteria to write interesting informational paragraphs and positioned them as researchers.
- After writing**, students revised their draft based on T's feedback.



Creative Writing Lesson

- Students wrote paragraphs about themselves: places they wanted to go, dreams they had, things they wanted to learn and people they wanted to meet.



"I was hoping that by giving the students different ways to gather ideas (groups at chart paper, a class brainstorm, pair discussion) they would all find a way to get ideas ... I hoped they would reach out to each other to help, and I found that they did."