# DIFFERENCES IN TEACHERS' PATTERNS OF ENGAGEMENT FOR SUPPORTING SELF-REGULATED LEARNING

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#### SRL as an In-Student Characteristic:

## Researching Human Body Systems

Students chose a body system to study. Their task was to "do research" to identify parts of the body associated with the system, how they function, and how this system works with other body systems. From their research, they could generate an inquiry question of their own. Students presented their research to the class at the end of the project using PPT slides

**Self-Directed Work** 

Scaffolding

**Teacher Feedback** 

"Students are working independently. They should be able to filter through information on the internet to find sites that have content at their reading level ... also create an inquiry question that requires more than 1-2 sentences to answer."

"It was a typical independent work session ... once any type of software is introduced class-wide, students typically work on their own ... and try to solve their own problems."

"I'm not quite sure when we will present the slideshows. I may ask some students to present if they like or ... give them the option of opting out of presenting this one and present on a new topic."

Expressing frustration about "never being able to get [SRL] ... there's distractions in the class ... it is what it is ... there's only so much you can do."

# SRL as a Teaching Tool:

## Genius Hour Projects (a la Google)

Students generated critical thinking questions about topics that interested them. Students then conducted research to "combine new evidence with what they already knew about the topic." Students presented their projects to their peers using Google Slides or posters

Self-Assessment

**Peer Feedback** 

**Teacher Feedback** 

Supporting vs.

**Scaffolding** 

"The plan is to focus on having them be on task for assignments like this where they are not being directed for everything. Are they actually doing the slides they're supposed to be doing?"

"I am finding that since it is a passion project, something

"I am trying to step back from some of that "You know what to do. You know what's next." I am encouraging students to problem solve, ask a friend, and figure things out on their own. May do another Genius Hour project."

"I am finding that since it is a passion project, something that they are interested in, I am finding that they are all on task."

"I had goals for students as audience members and presenters ... see students be more independent."

*Note:* As an example of how this teacher continued to do much of the regulating for students, her feedback and support typically involved telling students what to do, rather than asking students what they could do: "So for these parts, you can ..." or "I want to let you know what to do."

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