

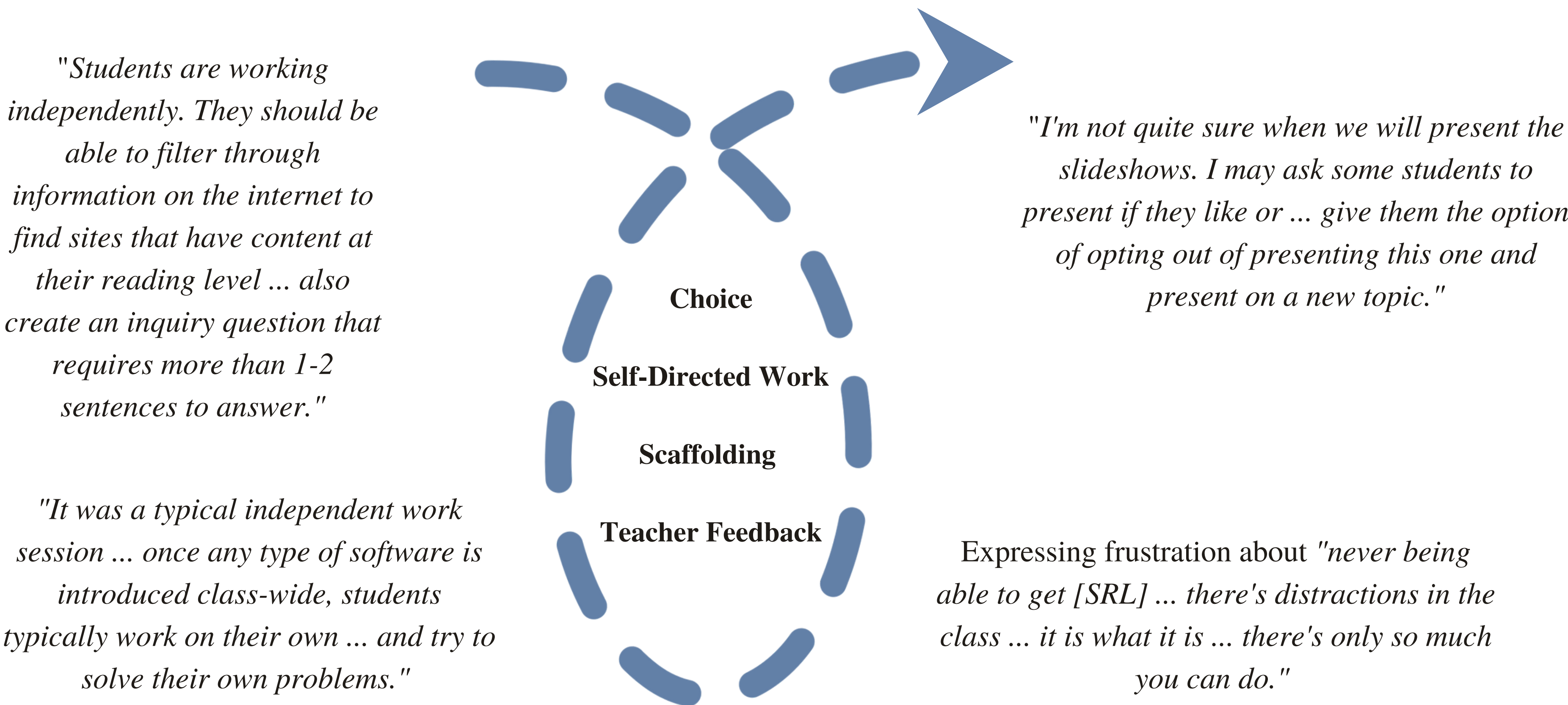
DIFFERENCES IN TEACHERS' PATTERNS OF ENGAGEMENT FOR SUPPORTING SELF-REGULATED LEARNING

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SRL as an In-Student Characteristic:

Researching Human Body Systems

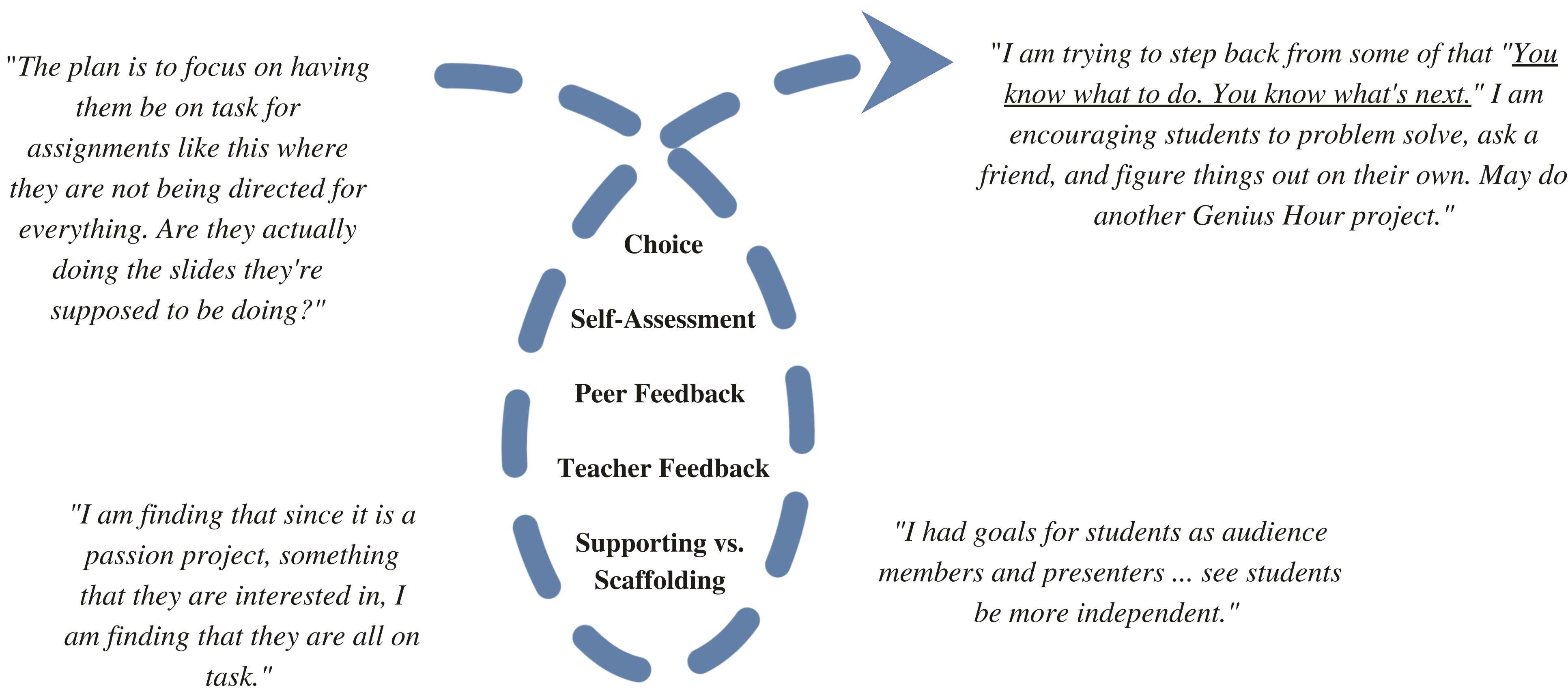
Students chose a body system to study. Their task was to "do research" to identify parts of the body associated with the system, how they function, and how this system works with other body systems. From their research, they could generate an inquiry question of their own. Students presented their research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



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



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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