

# Developing Self-Regulated Learners: Exploring the role of secondary schools

## 1. THE PROBLEM

Many of our secondary students are not self-regulated learners of the curriculum. A self-regulated learner is more likely to achieve their personal academic potential in a way that is more effective and less stressful than students who are not self-regulated learners (Zimmerman and Martin-Pons, 1990).

The aim of this research is to explore the role schools can play in developing students as self-regulated learners.

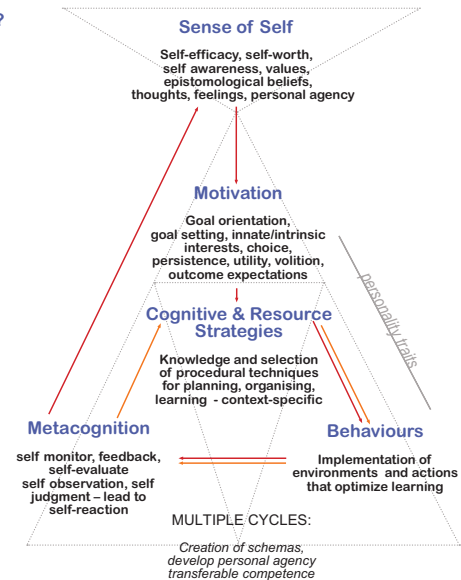


## 2. SO WHAT IS A "SELF REGULATED LEARNER"?

*"The attainment of optimal academic performance requires more than high quality instructions and requisite mental ability on the part of students: It requires personal initiative, diligence, and self-directive skill. Research on self-regulated learning grew out of efforts to understand the nature and source of these forms of students' proactivity, and it has revealed evidence of substantial correlation between their use and academic achievement. Self-regulation refers to self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals" (Schunk & Zimmerman 1994).*

The field of self-regulation brings together a number of different research areas into a cohesive approach to explore how students become masters of their own learning.

RIGHT : SRL Concept Map - My conceptualisation of the factors of self-regulated learning and the relationships between them as informed by the academic literature from the past 30 years.



## 3. WHAT DO I WANT TO RESEARCH ABOUT SRL?

### Research Problematic

"How can contemporary Australian secondary schools foster the development of self-regulated learners in the context of the 21st century learning environment?"

### Subsidiary Exploratory Questions

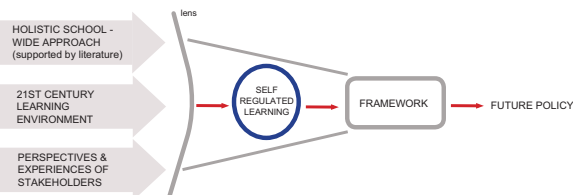
- What is happening in schools that supports the development of contemporary students as self-regulated learners of the curriculum?
- What is the impact of technology on self-regulated learning in this context?
- What are stakeholders' attitudes, beliefs, experiences and perceptions of the development of self-regulated learning in contemporary secondary education?



## 4. WHAT MAKES THIS RESEARCH SIGNIFICANT?

The significance of this proposed research is characterized by the unique lenses through which the field of self-regulation is examined, moving towards ideas for a framework to guide the development of self-regulated learning approaches in schools in the context of 21st century learning environment.

Although previous research has focused on defining the complexity of self-regulated learning, understanding the aspects and characteristics of a self-regulated learner and exploring specific contexts where self-regulated learning can be fostered, there are gaps in the research with respect to exploring from a school-wide perspective what schools are actually doing to develop students as self-regulated learners, the impact of the 21st century learning environment and in particular technology on SRL and the perspectives of the stakeholders. This research aims to look at the well-trodden field of self-regulated learning through this fresh, contemporary tri-lens perspective.



## 5. HOW AM I GOING TO GO ABOUT IT?

**PHASE 1:** Online survey of secondary 7-12 schools in Sydney (director of studies, deputy principals etc)

### Aim:

- initial data collection/exploration for the research questions
- to uncover diverse and interesting approaches to self-regulated learning to aid in case selection
- to inform the data gathering process for the case studies.



**PHASE 2:** Multiple Case Studies



- TERM 1 – Online survey of parents, teachers, students in case school
- TERM 2 – Interview executives in case students, debrief survey, gather further insights
- TERM 3 – Interview student groups and selected teachers in case schools
- TERM 4 – Focus groups in case schools exploring ideas for SRL framework

### Proposed Structure of Findings

- Part 1: Findings from initial online survey.
- Part 2: Attitudes, beliefs and experiences of SRL.
- Part 3: Approaches to addressing SRL needs (SWOT).
- Part 4: Perceptions of Effectiveness of Approaches.
- Part 5: Technology and SRL.
- Part 6: Final framework.