

Preconference Workshop SIG 16 Heidelberg

Workshop Title

Opportunities, Challenges and Next Steps in Promoting Self-Regulated Learning Across Schools and Countries

Workshop Facilitator(s) – Include brief bios

Dr. Yves Karlen is a Professor of Upper Secondary Education with Special Focus on Research on Teaching and Learning at the University of Zurich, Switzerland. Dr. Karlen offers perspective on how to build from what teachers bring to their efforts at supporting students' self-regulated learning, while fostering their professional learning in the context of school-based research-practice partnerships.

Dr. Hilde Van Keer is a Research Director at the research group “Language, Learning, and Innovation” within the Department of Educational Studies, Ghent University, Belgium. Her focus on work that unites researchers and practitioners offers an ideal platform for effectively translating research findings into educational practice and vice versa, addressing pertinent questions faced in classrooms and schools.

Dr. Kimberley MacNeil is a Postdoctoral Fellow in research and teaching at the University of British Columbia, Faculty of Education, Vancouver. Dr. MacNeil's work advances understanding about how to design and facilitate professional learning that fosters educators' opportunities to enact agency for their learning, make research-theory to practice connections, and enact expertise to impact students in classrooms.

Dr. Mathias Mejeu is a Professor for School Development at the Zurich University of Teacher Education. Dr. Mejeu has designed a digital tool (called “studybuddy”), which his team co-designed with school-based partners (teachers and students). Dr. Mejeu offers insight into the process of developing and adapting learning technologies in interaction with SRL-supportive learning environments.

Dr. Nancy Perry is the Dorothy Lam Chair in Special Education and Professor of Educational and Counselling Psychology and Special Education at the University of British Columbia, Vancouver. Her research team work with teachers in professional learning communities (i.e., “teacher learning teams”) to design and then implement tasks and assessments that embed opportunities for children to regulate their learning.

Dr. Leyton Schnellert is the Eleanor Rix Professor in Rural Teacher Education and Associate Professor of Curriculum and Pedagogy at the University of British Columbia, Faculty of Education, Vancouver. He has extensive expertise in mobilizing knowledge about how to enhance students' SRL and supporting educators to draw that knowledge into their learning process as they co-construct new practices.

Workshop Objectives and Description

This interactive workshop will explore the multi-faceted approach required to promote self-regulated learning (SRL) in educational systems. As educators and researchers seek to improve students' SRL skills, significant challenges and opportunities can arise for impacting students in

classrooms. In this session, facilitators will share experiences about bringing SRL into classrooms to benefit learners in diverse and international contexts, through productive collaborations between researchers and community/school partners.

This session will focus on the ways each facilitator (team) has approached building capacity (knowledge, skills, will) in teachers and schools to support SRL within the context of research-practice partnerships. Specifically, facilitators will briefly describe how they work with educators, leaders, and administrators and share what they have learned from those collaborations. The sessions will, therefore, cover a range of critical issues, including different perspectives on SRL, strategies for working with school leaders and teachers, co-designing digital tools with teachers, working with teachers over time, and transferring knowledge to society. Participants will engage in in-depth discussions on strategies for overcoming barriers to partnering with schools, practical methods for sustained data collection, and the implications of these efforts for future educational research. The workshop will highlight facilitators' research-practice partnerships that share the goal of supporting SRL in schools. Participants will have opportunities to engage in small-group discussions about their own research and efforts in bringing SRL supportive practices to life in classrooms.

Target Audience

For anyone interested in the subject. Participants will have opportunities to workshop their own research-practice projects.

Proposed Duration (typically half-day or full-day)

Tuesday, 10.09.2024; half-day; afternoon: 13.00-17.00

Number of Spots for Participants (the maximum is limited to 25)

25

Requirements for Participants (e.g., materials to bring, prior knowledge)

No requirements

Workshop Format (e.g., presentation, interactive activities, group discussions)

Presentations, Roundtable small-group discussions

Any Special Requirements (e.g., AV equipment, room setup)

A projector, a flip chart and pen, sticky notes, tables for world cafés