

TEACHERS WORKING TOGETHER TO FOSTER SELF-REGULATED *LEARNING*

THROUGH READING BY STUDENTS IN AN ELEMENTARY SCHOOL LOCATED IN A DISADVANTAGED AREA

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OVERVIEW

In schools today students are routinely expected to learn and construct knowledge through reading a wide variety of different kinds of texts. Students often struggle to navigate and learn from texts in ways that teachers might hope. For example, challenges for students when *learning through reading* have been observed in reading processes, text comprehension, learning new information, motivation, and self-regulated learning (Cartier, 2006; 2007).

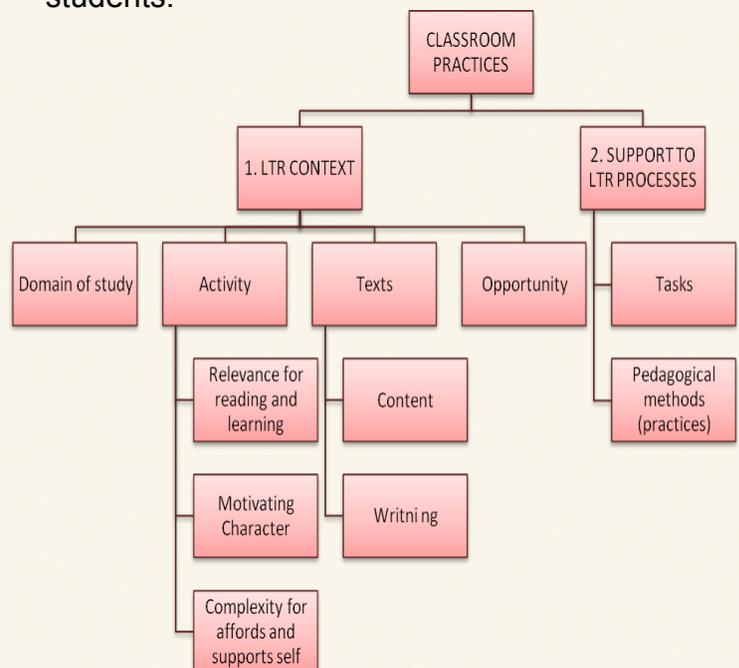
Generally speaking, self-regulated learning reflects an adaptive response to a given activity as it is framed within a particular context (Hadwin, Winne, Stockley, Nesbit, & Woszczyna, 2001; Perry, 1998). In this study, we draw from a socioconstructivist model of self-regulated learning (Butler & Cartier, 2004; Cartier & Butler, 2004) to consider the interplay between motivation, emotion, cognition, and metacognition within *learning through reading* activities as situated in elementary classroom settings (Cartier, Butler, & Bouchard, 2010).

We also drew on a research-grounded instructional framework (Cartier, 2007), that identifies classroom practices supporting *learning through reading* requirements in order to: (1) establish contexts supportive of self-regulated LTR, and (2) embed supports into those contexts to explicitly support self-regulated LTR processes.

WHAT IS THE RESEARCH ABOUT?

This research investigated how a team of teachers in a French-speaking elementary school in a disadvantaged area in Quebec worked together to enact, try out, and refine classroom practices supportive of self-regulated *learning through reading* in their elementary classrooms based on a research-based framework and their students needs.

Goals were to: (1) describe classroom activities teachers planned and implemented to support self-regulated LTR; (2) consider the match between teachers' practices and the research-based frameworks on which they were drawing; and (3) relate practices enacted by teachers to the perceptions and learning processes of their students.



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FINDINGS

Teachers of students from one French-speaking elementary school in Quebec participated in the overall project. For this research, the practices of 6 teachers were examined in relation to the perceptions and learning of their 124 Grade five and six students. Findings were that:

- The practices teachers enacted were generally well aligned with the research-based instructional model on which they were drawing;
- However, in relation to research-based recommendations (e.g., (Zimmerman, 2000), an important gap was that teachers could have extended their practices to better engage students in reflecting on and taking control over learning processes;
- There was a strong connection between the practices enacted by teachers and the perceptions and learning processes of their students;
- Consistent with the types of practices enacted, students focused most centrally on content and cognitive strategies;

But, even though students were engaged in tasks that facilitated and guided strategy use, they did not move to recognizing themselves as reflectively or deliberately self-regulating learning (i.e., drawing on strategies and resources to achieve particular outcomes.

IMPORTANCE OF RESEARCH

This research documented how teachers can successfully work together to meaningfully situate research-informed practices in authentic classroom settings. It also showed how elementary school teachers, sensitized to the demands of LTR activities, worked together collaboratively to develop and progressively refine classroom practices supportive of LTR.

In terms of support SRL, findings underline that it is *insufficient* to just engage students' in tasks that cue or guide self-regulation. If we are to support them to take deliberate control over learning, students need to be actively supported to recognize, talk about, reflect on, and manage cycles of self-regulating activities.

Cartier, S. C., Butler, D. L., and Bouchard, N. (2010). Teachers Working Together to Foster Self-Regulated Learning Through Reading by Elementary School Students in a Disadvantaged Area. *Psychological Test and Assessment Modeling. Special Issue – Part 1. New approaches to the study of self-regulated learning*, 52(4), 382-418. Retrieved March 13, 2011, from http://www.psychologie-aktuell.com/fileadmin/download/ptam/4-2010_20101218/04_Cartier.pdf

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