Exploring a whole-school integrated approach to developing students' self-regulated learning (SRL) skills

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Certificate of Authorship / Originality

I certify that the work in this thesis has not been previously submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

Signature of Student: _____

Date: _____

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Author publications and presentations

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Contents

CHAPTER 1 INTRODUCTION....1
1.1 Background....1
1.2 Aims....12
1.3 Research questions and design of the study....13
1.4 Assumptions....14
1.5 Significance....16
1.6 Limitations....23
1.7 Organisation of the thesis....24

CHAPTER 2 CONCEPTUAL FRAMEWORK AND RELATED LITERATURE..... 29
2.1 Introduction....29
2.2 Self-regulated learning (SRL) from a social cognitive perspective....30
2.3 Framework of teacher-supported SRL practices....65
2.4 Technology and SRL....67
2.5 Conclusion....80

CHAPTER 3 METHODOLOGY.... 82
3.1 Introduction....82
3.2 Research perspective....84
3.3 Case study methodology....86
3.4 Data collection....90
3.5 Analysis of data....102
3.6 Establishing trustworthiness....104
3.7 Ethical issues....106
3.8 Conclusion....110

CHAPTER 4 SCHOOL APPROACHES TO DEVELOPING STUDENTS' SRL SKILLS....113
4.1 Introduction....113
4.2 Perception of the role of the school in developing students' SRL skills....115
4.3 Approaches to helping students develop SRL skills....117
4.4 Conclusion....123

CHAPTER 5 TOWARDS A WHOLE-SCHOOL APPROACH TO DEVELOPING STUDENTS' SRL SKILLS....125
5.1 Introduction....125
5.2 Developing teachers' capabilities to build students' SRL skills....134
5.3 Building teacher expectations and student belief in students' academic capability....147
5.4 Creating a school environment conducive to SRL skills development....159
5.5 Facilitating peer interaction to support SRL skills development....172
5.6 Modelling and scaffolding SRL strategies for students....176
5.7 Embedding opportunities for students to reflect on their SRL skills development and gain feedback from teachers....183
5.8 Outlining content relevance and providing opportunities for choice....197
5.9 Conclusion....200

CHAPTER 6 PERCEPTIONS OF KEY RESPONSIBILITIES FOR DEVELOPING STUDENTS' SRL SKILLS 204
6.1 Introduction 204
6.2 Parents' perceptions of whose role it is to help students develop SRL skills 206
6.3 Students' perceptions of whose role it is to help students develop SRL skills 209
6.4 Teachers' perceptions of whose role it is to help students develop SRL skills 212
6.5 Comparison of stakeholders' perceptions 215
6.6 Conclusion 217

CHAPTER 7 PERCEPTIONS OF THE IMPACT OF TECHNOLOGY ON SRL 221
7.1 Introduction 221
7.2 Students' perceptions of the impact of technology on SRL 224
7.3 Parents' perceptions of the impact of technology on SRL 236
7.4 Comparison of students' and parents' perceptions of the impact of technology on SRL 244
7.5 Conclusion 245

CHAPTER 8 DISCUSSION AND CONCLUSION 251
8.1 Introduction 251
8.2 Highlighting the need for a whole-school approach to SRL 253
8.3 Overview of guidelines developed for a whole-school approach to SRL 256
8.4 Clarifying and communicating expected roles for stakeholders 259
8.5 Facilitating students' engagement with technology to enhance SRL 262
8.6 Limitations of the research 265
8.7 Recommendations for future research 268
8.8 Conclusion 274

REFERENCES 277

APPENDICES 294

APPENDIX A ETHICS APPROVAL 295

APPENDIX B RESEARCH INSTRUMENTS 298

APPENDIX C LETTERS TO SCHOOL PRINCIPALS 312

APPENDIX D INFORMATION SHEETS 316

APPENDIX E CONSENT FORMS 324

APPENDIX F EXECUTIVE SUMMARY REPORTS 326

List of Tables

Table 1.1: Contribution to SRL literature of this doctoral thesis 17
Table 2.1: Determinants of SRL 38
Table 2.2: Sample of targeted intervention studies from the field of SRL 45
Table 2.3: Categories of SRL strategies 53
Table 2.4: Framework synthesising existing literature on recommendations for educators to help students develop SRL skills 66
Table 3.1: Summary of data collection methods 91
Table 4.1: Summary of approaches taken to developing students' SRL skills 118-119
Table 5.1: Overview of guidelines emerging from this study for a whole-school approach to developing students' SRL skills 132-133
Table 8.1: Guidelines for an integrated whole-school approach to helping students develop SRL skills 257

List of Figures

Figure 2.1: Cyclical self-regulatory phases 40
Figure 4.1: Participant perceptions of the role of the school in developing students' SRL skills 116
Figure 4.2: Approaches taken by schools to helping students develop SRL skills 117
Figure 6.1: Parents' perceptions of whose role it is to develop SRL skills 207
Figure 6.2: Students' perceptions of whose role it is to develop SRL skills 210
Figure 6.3: Teachers' perceptions of whose role it is to develop SRL skills. 213
Figure 6.4: Comparison between parent, student and teacher perceptions on whose role it is to develop SRL skills. 216
Figure 7.1: Students' perceptions of the impact of technology on SRL 225
Figure 7.2: Students' negative perceptions of the impact of technology on SRL 226
Figure 7.3: Students' positive perceptions of the impact of technology on SRL 230
Figure 7.4: Parents' perceptions of the impact of technology on SRL. 236
Figure 7.5: Parents' negative perceptions of the impact of technology on SRL. 237
Figure 7.6: Parents' positive perceptions of the impact of technology on SRL. 241
Figure 7.7: Comparison of parents' and students' perceptions of the impact of technology on SRL. 244

Abbreviations

SRL	Self-Regulated Learning
TED	Teaching Enrichment Days
HPF	Highlight, Peer Sharing, Feedback

Abstract

The thesis explores how secondary schools can embrace a whole-school integrated approach to helping students develop self-regulated learning (SRL) skills. In addition to investigating how a sample of Australian secondary schools currently approach SRL skills development, the study also examines teachers', students' and parents' perceptions of who is responsible for SRL skills development and perceptions of the impact of technology on students' SRL skills.

Following an initial online survey of 54 Australian secondary schools in the Sydney region, the study used purposive sampling to select a best practice case school for detailed investigation. The case school demonstrated strong evidence of a systematic whole-school approach to developing students' SRL skills. To obtain multiple perceptions and to verify interpretations, case school data was collected through semi-structured interviews, questionnaires and document gathering. Qualitative analysis produced a rich, contextualised description of the case school, supported by insights from the quantitative data.

The study's findings highlight the need for schools to determine with stakeholders the roles parents, teachers and students can play in assisting students to develop SRL skills. The data indicates that to support all stakeholders in their roles, schools need to provide appropriate training. Findings also reveal that while students and parents were generally positive about the role of technology as a support for self-regulation, particularly as a research tool, technology can be a major distraction for many students. This finding suggests that educators need to provide students and parents with strategies to optimise the use of technology as a learning tool and minimise its potentially distracting influence on students' self-regulation. The research concludes by proposing guidelines that will assist schools, policy-makers and researchers to implement and further explore a whole-school approach to developing students as self-regulated learners. The study also suggests future directions for researchers.

Keywords: self-regulated learning, SRL, whole-school approach, technology