



SELF-REGULATION OF STUDENT TEACHERS IN NEW TRAINING ARRANGEMENTS

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Theoretical framework

This research project uses theories from 3 research domains:

Student teacher learning

(Theories from Calderhead, Korthagen, etc.)

Research from this domain has described several learning processes of (student) teacher learning in which self regulation plays a prominent role (Oosterheert, 2001a).

Workplace learning/ learning from experience

(Theories from Eraut, Boud, Onstenk, etc.)

Research from this domain has described and analyzed how student teachers learn at and from the workplace.

Self-regulation

(Theories from Pintrich, Iran-Nejad, Vermunt, etc.)

Research from this domain has identified important activities and processes of self-regulated learning and has provided empirical support for the importance of self-regulation in predicting learning outcomes.

It has focused primarily on contexts of *academic learning*.

Regulative learning activities

(Vermunt, 1992)

- Orienting
- Planning
- Monitoring
- Testing
- Diagnosing
- Adjusting
- Evaluating

References:
See hand-out

Wanted: Literature!

Little is known about student teachers' self-regulation processes. Research in this field has mainly focused at knowledge of student teachers about self-regulation (Boulton-Lewis c.s., 1996, Donche c.s., 2003, Kremer-Hayon & Tillema, 1999) or self-regulation is studied as part of a larger interest in (student) teacher learning (Oosterheert c.s., 2001b, 2002).

Studies on self-regulation in 'so-called' dual learning arrangements are also scarce.

Do you have additional suggestions for literature?

Instrument development

Two pilot studies have been conducted to develop suitable instruments for measuring the quality of self-regulation.

In the first pilot, 5 student teachers have been interviewed about their regulative learning activities.

In the second pilot, 3 student teachers have been observed and interviewed during their learning activities and their portfolios have been analysed.

First, tentative conclusions:

- It is difficult for student teachers to speak in general terms about the regulation of their learning processes.
- Portfolios are limited in showing how student teachers regulate their learning processes.
- Oral and written interviews with student teachers shortly after the performance of their learning activities provides more (direct) information with respect to regulation activities employed.

These results lead to the development of a *week report* as main instrument for the first study.

Research Questions

0 How can the quality of self-regulation of learning processes of student teachers be measured in a reliable and valid way?

1 What is the quality of student teachers' self-regulation?

Follow up studies:

2 What factors can explain differences in the quality of self-regulation?

3 How can (changes in) teacher education improve the quality of self-regulation?

Design Study 1

Participants:

2x15 student teachers from a Dutch post-gradual teacher educational institute (IVLOS, Utrecht University). Student teachers differed with respect to subject taught, mentors assigned to them, training arrangements, age, sex and experience.

Instruments:

- **Interview:** The first part of the interview maps general background variables of the student teacher. The second part focuses at learning conceptions of the student teacher, motivation to become a teacher and ideas about the roles of mentors in the learning process (based on Oosterheert, 2002). This information will be used to validate week reports and explain differences in the quality of self-regulation between student teachers.
- **Portfolio:** Student teacher logs and personal development plans in the portfolio(s) will be analyzed for congruence between the quality of self-regulation and the use of the portfolio.
- **Week report:** Student teachers describe six self-chosen learning experiences with help of 10 questions.

Week report

Choose a learning experience from last week and describe it with help of the following questions:

- 1 What did you learn?
- 2 Did you have the intention to learn this? If so, why did you want to learn this?
- 3 Did you have the feeling that you were going to succeed? Why (not)?
- 4 In what context did the learning experience take place (think about place, time, presence of others, your mood, etc.?)
- 5 How did you learn this? Why did you choose this strategy?
- 6 From whom did you receive or miss help during this learning experience? Did you ask for help?
- 7 How did you come to realize you learned something?
- 8 What kind of effect did this learning experience have on your confidence or motivation?
- 9 What elements in this learning experience did you experience as satisfying? What would you change the next time?
- 10 How will you proceed with this (learning) experience? Are you making new plans?

Quality control

Every instrument can be considered an *intervention* as well. Week reports could influence the way of learning and regulation of student teachers.

How likely is it that this will happen and how can it affect the goal of this study (measuring differences in quality of self-regulation)?

What is your opinion?

Analysis

The first study will generate a large amount of qualitative data. Our intention is to identify different types of self-regulation with the help of phenomenographic analysis.

We use the information from the interviews and portfolios to interpret and explain differences between student teachers in the quality of their self-regulation.

Any ideas how to tackle this job?