

Teacher Choice in Promoting Self-Regulated Learning

[NOTE: Be ^[WT1] clear in your use of verbs re SRL – you use both teach and practice but I don't think a teacher would actually practice it, as in model it?]

As many academics and educators point out, psychology should play a key role in education because education is about learning. Educational psychology has therefore had a ~~been~~ very strong influential ~~in guiding on~~ educational policy and practices ~~in the last century~~ because, as many academics and educators state, psychology is the basis to our theories around learning and since education is about learning it should play a key role (McLellan & Martin, 2005; Taber, 2010). In the last hundred years, educators have ~~it has become practice for~~ education to consult psychology to consider theories that explain learning and development as well as to gain insight into ~~around matters of~~ mental health, and human behaviour, ~~and learning and development~~ (McLellan & Martin, 2005; Rosenfield & Humphrey, 2012). ~~An example of the influence of educational psychology in education came be seen in t~~ The rising popularity of the construct called self-regulated learning (SRL) in the classroom is one example of the influence that educational psychology has had on education. SRL ~~It~~ is a broad holistic construct that includes cognitive strategies for effective learning, metacognition, and motivation [OR effective learning such as metacognition and motivation] (Butler & Winnie, 1995; Paris & Paris, 2001). SRL emphasizes that students should take ~~being in~~ control of their own learning ~~as they~~ by planning and setting their learning goals, ~~for themselves,~~ self-monitoring their progress, and self-evaluating their results (Lombaerts, De Backer, Engels, van Braak & Athanasou, 2009). The ~~origins of the~~ SRL construct ~~of SRL~~ emerged within ~~in the~~ cognitive and information processing branches of educational psychology [OR emerged within cognitive and information

processing psychologies (a sub-field of OR sub-fields of educational psychology) OR emerged as a component of the cognitive and information processing theories put forth by educational psychologists] ~~can be traced back to in~~ the 1970's. ~~and the cognitive and information processing psychologies and it has been extensively studied ever since~~ (Martin & McLellan, 2008).

[NOTE: When you say ‘Professional Development’ workshops I assume you refer to PD for teachers, not the PDP program? Is this clear to the reader? And supplements might be better than programs when you refer to working teachers] Teacher training programs [supplements?] such as BC School Districts’ Professional Development workshops promote SRL as an effective ~~is being promoted as good~~ teaching practice [method?] ~~in teacher training programs;~~ ~~it is being promoted to teachers in Professional Development workshops in BC school districts;~~ and its guiding principles are evident in the BC curriculum. Teachers are expected to be ~~trained in the use of~~ ~~educated in~~ SRL and to teach students how to become self-regulating. However, scholars [educational psychologists?] ~~Academics~~ like Jack Martin and Ann-Marie McLellan (2008) ~~have suggested~~ that teachers should examine SRL critically before choosing whether or not to adopt it as a practice [method?]. ~~shouldn't just be adopted by teachers before examining it critically, however I~~ will argue that ~~because~~ teachers have little choice in the matter not only because they are so influenced by educational psychology; and so inundated with information on the benefits of SRL from experts and their school district – but also because ~~;~~ ~~and because~~ the principles of SRL are prescribed and legally-mandated learning outcomes in the BC curriculum. ~~that that they have little choice but to adopt, promote and teach it in the classroom. here~~

Psychologists have ~~y has~~ been interested in education since the early twentieth century, when ~~researchers such as psychologists like~~ John Dewey began conducting educational experiments in laboratories (McLellan & Martin, 2005). Since then, thousands of studies have been conducted ~~on~~ around different educational psychology topics ~~such as like~~ self-concepts, metacognition and behavioural interventions (Martin, 2007; Martin, 2004). Studies in self-regulation ~~first appeared began popping up~~ in educational psychology in the early 1980's and since have since become ~~and remained~~ a “subject of intense professional interest and scrutiny” (Zeidner et al, 2000, as cited in Martin & McLellan, 2008, p. 434). ~~In the last hundred years it has become practice for education to consult psychology around matters of mental health, behaviour, and learning and development (McLellan & Martin, 2005; Rosenfield & Humphrey, 2012).~~ These studies are of interest to ~~This is because many~~ educators and policy-makers who believe that a “good” educational system is ~~one that~~ “recognizes individual difference [? differences CHECK QUOTE] in developments [development? CHECK SOURCE] and learning and then does something effective about them” (Maliphant, 2007, p. 103). ~~, and p~~ Psychologists do just that; they identify and measure individual differences in students (e.g intelligence) and ~~use the generated findings to from there they~~ make suggestions ~~for how teachers can best help different kinds of students on how to deal with them- learn~~ (e.g. ~~develop learning strategies for learning~~ for students with disabilities).

In 2001, the American Psychologists Association (APA) held the inaugural Education Leadership Conference (ELC) for leaders in psychology and education. The goals of the ELC, which is now held annually, are

- (a) to provide a forum for groups and organizations across all levels of education and training to address issues of mutual concern, (b) to promote a shared disciplinary

identity among education and training leaders in psychology, and (c) to influence public policy regarding education in psychology and psychology in education”

(Belar, Nelson & Wasik, 2003, p. 678) [NOTE: No start quote – but you don’t use quote marks for a block quote usually]

The theme of the **GIVE YEAR [2001?]** inaugural conference was “Rethinking Education in Psychology and Psychology in Education;”. ~~and m~~ Much of the **conference’s** focus was on the future role of psychology in education (Belar, Nelson & Wasik, 2003, p. 678). **The wide range of t**Topics **covered discussed had a wide range and** included classroom management, self-assessment, internationalizing **the** curriculum [**? OR internalizing curriculums?**], and the effects of technology. **A proposal was made for** ~~The idea of teaching~~ psychology to be taught as ~~its- as separate own science~~ subject **area** in ~~the sciences across~~ all levels of **school. education was raised.** **The proposed psychology curriculum** ~~Topics taught in this subject~~ would include health and behavior, interpersonal and intrapersonal relationships, **as well as** self-monitoring, ~~and~~ self-management and coping skills (Belar, Nelson & Wasik, 2003, p. 681). The theme, **goals -and topics** of the conference, ~~the goals set and the topics discussed~~ illustrate just how intertwined psychology and education **are and clearly indicate re.** ~~It is obvious from the goals of the ELC that~~ psychology will continue to ~~be, and many become even more, heavily~~ influence **te** ~~ial in regards to~~ educational policy and programs.