

Editorial

Self-regulated learning: Teacher training and student's education in the school context

Jussara Cristina Barboza Tortella¹  0000-0002-6545-8448

Pedro Rosário²  0000-0002-3221-1916

Soely Aparecida Jorge Polydoro³  0000-0003-4823-3228

The aim of the thematic section "Self-regulated learning: Teacher training and student's education in the school context" is to disseminate and discuss the theoretical contribution of research in the field of education, which is relevant both to the scientific community and professionals who are directly involved in school activities.

Academic achievement and permanence are terms present in educational ideals, public policies, daily school life, and during the professional development of educators. But what does academic achievement mean? To some, it means the improvement of the external evaluation ratings of schools; to others, simply making it to the next grade. Teachers understand academic achievement as a process that allows students to learn and increase content learning that will provide them with successful experiences throughout life. According to Rosário, Núñez and González-Pienda (2007), transversal knowledge, that is, learning and the teaching of learning strategies, has a strong relationship with academic achievement.

Self-regulated learning is a self-directive process through which individuals set the goals that guide their learning to monitor, regulate and control cognition, behavior and motivation in order to achieve those goals. This process is based on a cyclical and dynamic movement in search for knowledge acquisition, involving not only cognitive aspects, but also motivational and affective aspects (Zimmerman, 2008; Zimmerman; Schunk, 2011).

According to Lourenço and Paiva (2016, p.34), self-regulation, as an umbrella concept, includes a set of factors that promote academic success or failure, such as "the responsibility and motivation of parties, characteristics and composition of the class group, school atmosphere, personality and pedagogical

¹ Pontifícia Universidade Católica de Campinas, Centro de Ciências Humanas e Sociais Aplicadas, Programa de Pós-Graduação em Educação. R. Professor Doutor Euryclides de Jesus Zerbini, 1516, Parque Rural Fazenda Santa Cândida, 13087-571, Campinas, SP, Brasil. *Correspondência para/* Correspondence to: J.C.B. TORTELLA. E-mail: <jussaratortella@puc-campinas.edu.br>.

² Universidade do Minho, Escola de Psicologia, Departamento de Psicologia Aplicada. Braga, Portugal.

³ Universidade Estadual de Campinas, Faculdade de Educação, Departamento de Psicologia Educacional. Campinas, SP, Brasil.

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activities of the teachers involved, curriculum and school practices, the very nature of school life, and family support". Initial and continuing teacher training are allied to these factors.

And what would be an ideal space for the development of self-regulation? Schools can become an ideal place for this task by promoting teaching and development of learning strategies, as long as they meet certain criteria, among them a place in which its members – students, teachers and specialists – can have opportunities to choose and control their actions. Within this proposition, the teaching of strategies, in a transversal way, is part of the school curriculum; it is intentionally taught and experienced by professionals and students.

To learn something, individuals need to plan an intentional sequence of activities to achieve their goal. Pozo (1996) defines this movement as a set of learning strategies that are classified into three types: teaching, preparation and organization strategies. Maciel, Souza and Dantas (2015, p.15), supported by researchers in the field, affirm that the most common classifications used by authors are as follows:

- cognitive strategies related to behaviors and thoughts that foster a more efficient retention of information, or activities for the development of cognitive progress (*e.g.*, trial, preparation, and organization);
- metacognitive strategies are procedures that individuals use to plan, monitor, and regulate their own thinking, and assess whether the use of cognitive strategies is producing the expected results (*e.g.*, associating ideas from different disciplines).

It is important to point out that individuals need to develop learning strategies and they should not only be considered as studying techniques. These strategies can be used in other areas of life.

Changes in educational policies, organization of the curriculum, profile of schools and the reality of Brazilian and Portuguese students, as well as the search for actions that improve the educational field, justify the need for new studies in the field of learning. It is in this sense that the organization of this thematic section was idealized.

The six articles invite the reader to reflect on the processes involved in the development of strategies for self-regulated learning and the different possibilities for planning, executing and evaluating interventions in the field of initial and continuing teacher training, particularly with Elementary School students. It is interesting to note that the authors, in addition to discussing the specific focus of research, emphasize the important link between the teachers' performance and the students' procedures.

The first two articles deal with initial and continuing teacher education. The first one, "Promoting self-regulated learning in the classroom: Considerations on intervention models and teacher education", highlights that there are many procedures that can be used with teachers and students to foster strategies that will favor the teaching-learning process. The purpose of this article was to describe intervention models in self-regulated learning and the possible activities of teachers. The authors point out the need for the development of new knowledge and the use of interventions that promote self-regulation and teachers' awareness of how their own learning takes place, so that, once they have this knowledge, they can use procedures in the classroom to activate students' self-regulatory processes.

The second article entitled "Stimulation of recall and self-regulatory learning in the teacher training", aims to demonstrate self-regulated learning processes using the technique of recall stimulation used

by Physical Education trainees. The authors invite readers to reflect on the fact that understanding the relevance of lesson planning, as well as recognizing the importance of the strategy of seeking help and self-assessment, are attitudes that can favor the development of effective interventions in the promotion of self-regulatory behaviors. They also point out that a greater understanding of the processes adopted by both future teachers and students leads to a sustained change in behavior.

The third article, "Self-regulated learning and reading comprehension in Elementary School", expands the discussions of the two previous articles about the teaching of learning strategies. The main focus is to discuss the educational product that has been organized with the objective of promoting the improvement of the reading comprehension of fifth-graders. The authors point to the complex phase of transition from the 5th to the 6th grade of elementary school and affirm that the proposed didactic material was based on the demands of the classroom from a socio-cognitive theoretical perspective. The reader is invited to reflect on the preparation and use of educational tools specifically developed for the development of students' self-regulatory processes and expansion of their repertoire of learning strategies.

The three final articles address the teaching activity in the classroom and the students' perceptions regarding self-regulatory activities. The title of the fourth article, "Homework: Yes or no? A self-regulated learning perspective", instigates the reader to refer to the experiences lived in the academic and professional trajectory. The article addresses the pros and cons of Homework (HW), in Brazil known as "home activities", from research data that verify the existence of possible changes and benefits for students. The authors conclude that when the research data point to arguments against HW, it may be concluded that it is not the homework itself that it is negative, but rather its misuse. They present arguments in favor of HW and point out the role of teachers in this process.

The fifth article, "Anxiety reported in textual production: Correlations with motivational variables", addresses the field of study about the processes involved in writing, with an emphasis on the fact that competent writers make appropriate use of a variety of self-regulatory strategies. In addition to the use of strategies, other factors can impact writing, such as the combination of appropriate instructions, planning of self-regulatory strategies, anxiety and action processes and, particularly, metacognitive control processes. The article contributes to this discussion by addressing interesting results on the changes in anxiety variables in relation to written production, self-efficacy and self-regulated learning, as well as the relationships between reported anxiety between textual production and variables of Portuguese fourth-graders.

"Formation of professors and health professionals to promote self-regulation in childhood health" is title of the last article that addresses the theme of self-regulated learning in the context of promoting self-care in health. The authors share data from a research conducted with health professionals, teachers and students. They carried out a training for teachers and health professionals from the construct of self-regulated learning, promoting the discussion of learning processes and strategies, emotional and behavioral aspects that involve health issues and lifestyles. For the intervention with students, they used the school-book entitled "The hill of the bald trees and other histories", with the purpose to teach learning strategies. According to the authors, the experience of the training and intervention regarding self-regulation in health has reinforced the importance of multidisciplinary team work of different health professionals and educators and contributed to the implementation of a public policy in the Brazilian scenario.

It is our wish that the publications will establish a meaningful dialogue with readers and may perhaps motivate research partnerships and the implementation of new projects in schools.

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