

41-318 Seminar: Critical Examination of Examples of Educational Research on Self-Regulated Learning

Instructor:	Maya Persico
Registration group:	EW SEM FM/PP
Intended for:	B. Ed. Lehramt an Grundschulen (Undergraduate Studies in Teacher Training for Elementary Schools, Grades 1-4) B. Ed. Lehramt für Sonderpädagogik mit Profilbildung Grundschule (Undergraduate Studies in Teacher Training for Special Education in Elementary Schools, Grades 1-4)
Duration:	Summer semester 2025
Hours per week:	2
Number of sessions:	13
Credit points:	3
Language:	German

Content:

Evidence-based practice is an important foundation for professional teaching. It is therefore important that teachers not only are familiar with research findings, but also are able to critically assess their quality and significance. In this seminar, empirical research papers related to school and teaching will be read and discussed. In addition, students will reflect on the extent to which the findings of these studies are relevant to their future professional practice.

Learning objectives:

Students will ...

- acquire knowledge and a deeper understanding of the characteristics of good research
- develop the ability to read and understand quantitative-empirical pedagogical-psychological and educational studies
- reflect on the findings for their own future professional practice
- develop an understanding of the importance of self-regulated learning

This not only enables students to acquire important skills for reading current research findings later on in their careers, but also for their own qualification work as part of their further studies.

Procedure:

Students independently select empirical studies on the topic of 'Self-regulated learning in primary school,' which are read, discussed and evaluated in terms of their significance in the seminar. In addition, the findings from the studies are jointly reflected upon in relation to the students' future professional practice. Within the overarching topic, the studies may be chosen according to individual practical interests (e.g. subject-specific, school type-dependent, etc.).

At the beginning, there is an introduction with input on scientific reading and text work, the characteristics of good research, the assessment of the significance of studies and practice-oriented reflection.

How does that look like?

The students form groups. Each group searches peer-reviewed journals (see Sessions 1 & 2) for an empirical study on the main topic of self-regulated learning, with a specific focus on primary school. The criteria of good scientific practice and the evaluation of empirical studies serve as the basis for the selection. The students develop a concept for a session of 75 to 80 min. in which they creatively engage their fellow students in discussing certain aspects of the study and reflecting on its findings. This session is not a mere presentation of the study, but rather serves to deepen understanding. The group therefore presents the concept to the instructor during an office hour no later than (!) one week before the session (earlier is welcome) and sends the study to the instructor as a PDF so that it can be made available to all students via Moodle in time (one week before the session). At the end of the session, the moderation group will have the opportunity to obtain specific feedback from the students (10-15 min). The lecturer supplements this feedback only with feedback on the students' participation and their feedback practice. In addition, written, ungraded feedback will be sent by the lecturer. If desired, there will be an additional verbal debriefing after the moderation has been carried out.

All students read the studies uploaded each week thoroughly and attentively. The SQ3R method (see Literature) is recommended for this purpose. Afterwards, they complete the weekly portfolio task, in which they are asked to formulate 3–5 questions about the text as well as a take-home message in just one sentence. The weekly portfolio submission is part of the examination. These must always be submitted two days before the next session.

In addition, after approximately half of the seminar sessions as well as shortly before the end of the seminar, written reflection assignments are uploaded to Moodle. These cannot be submitted ahead of schedule. Before the final seminar session, students also complete the online evaluation of the seminar.

Materials & Literature

The given materials were in German as well as some of the literature.

Syllabus

#	Title	Content	Literature & Materials
1	Videos & self-study time instead of online teaching	- Task 1: Expectations for this seminar – after watching the videos - Task 2: Create a brief profile for the categories of sports, music, art, and what makes you special, with two truths and one lie for each category - Task 3: Read the text on the specified pages - Portfolio on the text with 3-5 questions about the text and a take-home message in just one sentence - Optional: Anonymous survey on digital tool use for the task	Self-produced PowerPoint screen recordings: Video 1: Organization und schedule of the seminar Video 2: Introducing myself Video 3: Why you should engage in research Rost, D. H. (2022). Die Beurteilung empirischer Studien. In <i>Interpretation und Bewertung pädagogisch-psychologischer Studien: Eine Einführung</i> (4th ed., pp. 20-42, 365-375). utb. https://katalogplus.sub.uni-hamburg.de/vufind/Record/1756000204
2	TikToks for evaluating empirical studies	- Getting to know each other - Introduction into the day's schedule - Plan for today - Surprise (TikTok recording) - File upload for feedback, with note on publication options 5-minute break - Group assignment for approx. 10 moderations - Questions about organizational matters	2_PP_Kennenlernen_TikTok.pptx Own SRL-TikTok (produced while the students are filming their TikToks)

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3	Meta recipe for self-directed learning (SDL)	1. Warm up (games) 2. Development of a meta-recipe 3. Presentation of ideas 4. Input: Definition of Self-Directed Learning (SDL) 5. 5-minute break 6. Peer feedback on process – Part 1 7. Peer feedback – exchange of experiences Part 2 8. Plenary reflection 9. Check-Out	3_PP_Meta-Rezept für SRL.pptx OER_Kollaborationsskript.pdf OER_Rollen_Gruppenarbeit_verändertMP.pdf Definition Kollaborationsskript.pdf Website link to Using Roles in Group Work https://ctl.wustl.edu/resources/using-roles-in-group-work/
4	Promoting SDL (1. Moderation)	• Whisper phase (5 minutes) • Group work with group cards (10-15 min) • „Interna“ in the plenary (10-15 min) • 5-minute break • Group work with group cards (15 min) • Presentation of group work in the plenary session (15 min) <i>Back at university – meta level</i> • Consolidation of learning (5 min) • Feedback (10 min)	Killus, D. (2007). Förderung selbstgesteuer-ten Lernens. Empirische Befunde und An-satzpunkte zur Unterrichtsentwicklung. Die Deutsche Schule, 99(3), 330–342. https://doi.org/10.25656/01:27302 4_PP_Förderung_des_selbstgesteuer-ten_Lernens.pptx
5	Outdoor Educa-tion (2. Moderation)	Own Portfolio Tasks Procedure 1. Introduction: Meditation (5 min) 2. Outdoor ping-pong with portfolio questions (10 min) 3. Group division into games, movement, and explo-ration (5 min) 4. Group task: Developing a task format for SDL in outdoor primary school settings (30 min) 5. Exchange and reflection (10 min) 6. Testing a task format (10 min) 7. Conclusion & feedback ((5 min)	Portfolio zur 2. Moderation und Studie.pdf Armbrüster, C., Gräfe, R., Harring, M., Sahr-akhiz, S., Schenk, D., & Witte, M. D. (2016). Spielen, Bewegen, Erkunden – Praktiken der Raumaneignung von Grundschulkindern in der Draußenschule. <i>Diskurs Kindheits- und Jugendforschung</i>, 11(4), 473–489. https://doi.org/10.3224/diskurs.v11i4.25605 5_Sitzungsgestaltungsplan.pdf Aufgabenblätter.pdf
6	Motivation & SDL in relation to ag-gressive behavior (3. Moderation) & Interim course re-flection	1. Warm up with Kahoot 2. Discussion: “The study was conducted in 2011 in Austria – which societal or school-related differ-ences compared to Germany or today could affect the transferability of the results?” 3. Group work on case studies (20 min): • What possible actions come to mind for these cases? • As teachers, what would you do in these situa-tions to help the affected children? 4. 5-minute break 5. KiVa program – Evidence-based bullying preven-tion from Finland 6. Conclusion with feedback and self-reflection	Bergsmann, E. M., Finsterwald, M., Strohm-eier, D., & Spiel, C. (2011). Motivation und Selbstreguliertes Lernen in SchülerInnen-gruppen mit unterschiedlicher Aggressions-erfahrung. <i>Zeitschrift für Entwicklungspsy-chologie und Pädagogische Psychologie</i>, 43(2), 89–98. https://doi.org/10.1026/0049-8637/a000038 6_PP_Motivation und SRL in Bezug auf Ag-gressionsverhalten.pdf Casestudies_Motivation and SRL in Bezug auf Aggressionsverhalten.pdf Quizfragen zur Studie.pdf Website link to KiVa-Program in Finnland https://www.kivaprogram.net/research-in-finland/ Literature on bullying among primary school teachers for further reading
7	Learning during the COVID-19 pan-demic (4. Moderation)	1. Role play on COVID-19 Nasal swab – positive result -> Person cannot take their A-level exams 2. Sharing feelings: How did you experience the pan-demic? 3. Station work with different materials 4. Joint reflection on the station work 5. Input: Limitations of the study	Lenzgeiger, B., Lohrmann, K., & Miller, K. (2024). Lernen während der COVID-19-Pan-demie – Selbstreguliertes Lernen in der Schule und zu Hause aus der Perspektive von Grundschülerinnen und Grundschulern. <i>Zeitschrift für Grundschulforschung</i>, 17(2), 215–232. https://doi.org/10.1007/s42278-024-00213-5 7_PP_Selbstreguliertes_Ler-nen_und_die_Pandemie.pptx

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			Material zur Stationsarbeit-pdf Tonaufnahme Hintergrundgeräusche Homeschooling.m4a
8	Learning journals as personal experience – a means of self-regulation (5. Moderation)	1. Brief introduction to the self-regulation process model with preparation, follow-up and action phase 2. Designing a template for a learning journal in groups (15 min) 3. Group puzzle (10-15 min) 4. Discuss feedback from group puzzle in original groups (5-10 min) 5. 5 min break 6. Create a personal learning journal (20 min) 7. Discuss other learning journals in groups (10 min) 8. Reflection & feedback in plenary session	Schmitz, B., & Perels, F. (2011). Self-monitoring of self-regulation during math homework behaviour using standardized diaries. <i>Metacognition and Learning</i>, 6(3), 255–273. https://doi.org/10.1007/s11409-011-9076-6 8_PP_Lernjournale.pptx The learning journals are compiled anonymously in a file and made available to everyone.
9	Student progress meetings – is my goal actually MY goal? (6. Moderation)	1. Thought experiment 2. S.M.A.R.T. + SDL & Learning Development Talks (LEG in German, a German format of Student-Teacher-Conferences) 3. Challenge – group work with case studies (1 observer) 4. Reflection 5. Conclusion	Ertl, S., Xie, L., Kücherer, B., & Hartinger, A. (2024). Ist mein Ziel wirklich „mein“ Ziel?: Der Zielvereinbarungsprozess in Lernentwicklungsgesprächen. <i>Zeitschrift für Grundschulforschung</i>, 17(1), 127–145. https://doi.org/10.1007/s42278-023-00172-3 9_PP_Lernentwicklungsgespräche.pdf Beobachtungsbogen_LEG_neu.pdf Hilfskärtchen.docx
10	Self-Regulated Learning & motivation in digital learning – what makes the difference? (7. Moderation)	Objective of the seminar session: • What does SDL mean in digital and “traditional” learning? • How does motivation influence learning? • How can this be used for school/university? Procedure 1. Meditation exercise & reflection 2. Group puzzle for metacognitive strategies: planning, monitoring, evaluating, adapting 3. 5 min break 4. Group task on motivation based on student profiles 5. Additional task: Do it better! 6. Reflection & outlook	Haugwitz, M., & Dresel, M. (2007). Selbstreguliertes Lernen mit einer Mathematiklernsoftware: Einsatz metakognitiver Strategien und motivationale Prädiktoren. <i>Zeitschrift für Medienpsychologie</i>, 19(3), 90–104. https://doi.org/10.1026/1617-6383.19.3.90 10_PP_SRL & Motivation beim digitalen Lernen.pdf Plakate zu den Strategien.pdf Konzept_Moderationsstunde
11	We pitch Self-Regulated Learning for schools (8. Moderation)	Own portfolio: Procedure 1. Initial situation 2. Ensuring understanding of the study & clarifying any points of confusion (expert groups, 20 min) 3. Evaluating the quality and usability of the study (expert groups, 10-15 min) 4. 5 min break 5. Creating a pitch based on the study (small groups, 15 min) 6. Reflecting on the creation of the pitches (small groups, 5 min) 7. Feedback in plenary	Portfolio zur 8. Moderation.pdf Benick, M., Dörrenbächer-Ulrich, L., & Perels, F. (2018). Prozessuale Evaluation differenzieller Effekte eines Selbstregulationstrainings gegen Ende der Grundschulzeit. <i>Unterrichtswissenschaft</i>, 46(4), 379–407. https://doi.org/10.1007/s42010-018-0031-y 11_PP_Wir_pitchen_SRL_für_die_Schule.pptx Ampelerggebnisse nach Methode, Ergebnis und Diskusion.jpeg
12	Different teaching methods promote or hinder SDL to varying degrees (9. Moderation)	1. Introduction with Padlet 2. Mini input on concepts of lesson design with teacher action strategies 3. Small group phase (30 min) with Padlet 4. 5 min break 5. Discussion of the results in plenary 6. Mini input: classification of the study 7. Discussion round 8. Reflection	Killus, D. (2009). Förderung selbstgesteuerter Lernens im Kontext lehrer- und organisationsbezogener Merkmale. <i>Zeitschrift für Pädagogik</i>, 55(1), 130–150. https://doi.org/10.25656/01:4243 12_PP_Einfluss_von_Unterrichten_auf_SRL.pptx Unterrichtssituationen zum Auslegen.docx

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	Course Evaluation & concluding course reflection		Padlet_Schwarzes Brett.jpeg Padlet_Gruppenphase.jpeg
13	Final session with discussion of the seminar evaluation & reflection on the seminar	1. Check-In (5-7 min) 2. Discussion of the evaluation results and final reflections (30-35 min) 3. 5 min break 4. Suggestions for improving the course (15 min) 5. Find the lies in the profiles and keep a tally of where you think you see the lies (20 min) 6. Presentation of the truths and conclusion (10-15 min)	13_PP_Abschlussreflexion.pptx SoSe_25-Seminar_zum_selbstregulierten_Lernen_Seminarevaluation.pdf ZZIMM-Tabelle_Abschlusssitzung.docx Printed profiles from the first session

Literature

- Bauer, J., & Kollar, I. (2023). (Wie) kann die Nutzung bildungswissenschaftlicher Evidenz Lehren und Lernen verbessern? Thesen und Fragen zur Diskussion um evidenzorientiertes Denken und Handeln von Lehrkräften. *Unterrichtswissenschaft*, 51(1), 123–147. <https://doi.org/10.1007/s42010-023-00166-1>
- Hadwin, A. F., Järvelä, S., & Miller, M. (2017). Self-regulation, co-regulation and shared regulation in collaborative learning environments. In D. Schunk, & J. Greene, (Eds.). *Handbook of Self-Regulation of Learning and Performance* (2nd Ed.). New York, NY: Routledge.
- KMK. (2004). *Standards für die Lehrerbildung: Bildungswissenschaften* (Version Beschluss der Kultusministerkonferenz vom 16.12.2004 i. d. F. vom 16.05.2019) [Beschluss]. https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2004/2004_12_16-Standards-Lehrerbildung.pdf
- Leuders, T., Wiedmann, M., & Loibl, K. (2023). Evidenzorientierung in der Lehrkräftebildung. In K.-S. Besa, D. Demski, J. Gesang, & J.-H. Hinzke (Hrsg.), *Evidenz- und Forschungsorientierung in Lehrer*innenbildung, Schule, Bildungspolitik und -administration* (Bd. 55, S. 13–38). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-38377-0_2
- Panadero, E. (2017). A Review of Self-regulated Learning: Six Models and Four Directions for Research. *Frontiers in Psychology*, 8(Article 422), 1–28. <https://doi.org/10.3389/fpsyg.2017.00422>
- Paulus, M. (2019). 7 Hängt die Fähigkeit, mit 4 Jahren auf einen Marshmallow zu warten, mit sozialen und kognitiven Fähigkeiten im Jugendalter zusammen? *Schlüsselexperimente der Entwicklungspsychologie: mit 14 Abbildungen und einer Tabelle*, 72–81.

Literature for further reading & deepening understanding

- Altmann, A. (2023, August). *Diplomarbeit: Ursachen und Auswirkungen von Bullying und (Cyber-) Mobbing im Jugendalter*. Universität Graz. <https://unipub.uni-graz.at/obvugrhs/content/titelinfo/9264115>
- Levin, J., Cruz Neri, N., & Retelsdorf, J. (2025). Cyberhate among Ukrainian adolescents in war-torn Ukraine: A study of exposure, victimization, and perpetration. *Computers in Human Behavior*, 168, 108626. <https://doi.org/10.1016/j.chb.2025.108626>
- Tretyak, O. (2022). Negative effects of mobbing among primary school teachers. *ScienceRise: Pedagogical Education*, 5 (50), 23–27. <https://doi.org/10.15587/2519-4984.2022.265391>