



Research Seminar
2007/2008
Tuesdays – 14h - 17h [Room 14]

Objectives of the Research Seminar

1. Integrate conceptual theories and schemes developed in the self-regulated learning domain of current systems;
2. Present and discuss theoretical themes, methodological options, problems raised in the research;
3. Propose a reading program with the objective of reviewing the relevant literature to substantiate research projects;
4. Present and reflect about possible research methods to study self-regulated learning;
5. Monitor the elaboration/execution and evaluation of research projects.

Professors

- ❖ Doctor Doutora Adelina Lopes da Silva
- ❖ Doctor Doutora Ana Margarida Veiga Simão
- ❖ Doctor Doutora Alexandra Marques Pinto
- ❖ Doctor Isabel Sá

Doctoral Students

- ❖ Maria de Fátima Cruz Duarte
- ❖ Dora Maria Lima Pereira Dias
- ❖ Maria Teresa Fragoso de Almeida
- ❖ Célia Figueira

❖ Karla Correia

Collaborating Researchers

- ❖ Paula Costa
- ❖ Leonor Cadório

Plan of the Research Seminar Sessions

1st Session

Date: Tuesday, November 13, 2007

Subject: Research in data bases.

2nd Session

Date: Tuesday, November 6, 2007

Subject: Research Projects

Summary: First presentation and discussion of diverse research projects

3rd Session

Date: Tuesday, December 11, 2007

Subject: Theoretical studies about the state of the art on self-regulated learning.

Summary: *Reflection on the state of the art on self-regulated learning.*

| Reference Texts | Professor/Doctoral Student/Collaborator |
|--|---|
| The self-regulated learning construct. | Adelina Lopes da Silva |
| Boekaerts, M. and Corno, L. (2005). Self-regulation in the Classroom: A perspective on assessment and Intervention. <i>Applied Psychologist: An International Review</i> , 54 (2), 199-231 | Dora Pereira Dias |
| Paris, S., & Winograd, P. (2001). The role of self-regulated learning in contextual teaching: Principles and practices for teacher preparation. (23 pages) (http://www.ciera.org/library/archive/2001-04/0104prwn.pdf) | Teresa Almeida |

4th Session

Date: Tuesday, January 15, 2008

Subject: Theoretical studies about the state of the art on self-regulated learning.

Summary: *Self-regulated learning in technology enhanced learning environments.*

| Reference Texts | Professor/Doctoral Student/Collaborator |
|--|---|
| Self-regulated Learning in Technology Enhanced Learning Environments: A European Review Roberto Carneiro, Paul Lefrere, Karl Steffens Editors Draft version 2.0 November 1, 2007 | Fátima Duarte Paula Costa Ferreira |

5th Session

Date: Tuesday, February 12, 2008

Subject: Theoretical studies about the state of the art on self-regulated learning.

Summary: *Self-regulated learning and tutorial and mentoring programs. Emotional Self-regulation.*

| Reference Texts: | Professor/Doctoral Student/Collaborator |
|---|---|
| Susan Dennison ¹ (2000). A Win-Win Peer Mentoring and Tutoring Program: A Collaborative Model. <i>The Journal of Primary Prevention</i> , Vol. 20, No. 3. | Célia Figueira Karla Correia |
| Boekaerts, Monique (2002). Intensity of Emotions, Emotional Regulation, and Goal Framing: How are they related to adolescents' choice of coping strategies? <i>Anxiety, Stress and coping</i> , Vol 15, nº4, pp 401-412 | |

6th Session

Date: Tuesday, March 11, 2008

Subject: Research Methods

Summary: *Reflection on quantitative and qualitative research.*

| Reference Texts | Professor/Doctoral Student/Collaborator |
|--|---|
| ErciKan, K and Roth, Wolff-Michael. (2006). What | Célia Figueira |

| | |
|---|--|
| good is Polarizing Research into qualitative and quantitative? <i>Educational Researcher</i> , 35 (5), 14-23. | Karla Correia Paula Costa Ferreira |
| Freeman, M. et all. (2007). Standards of evidence in qualitative research: an incitement to discourse. <i>Educational Researcher</i> , 36 (1), 25-32. | Maria de Fátima Cruz Duarte Dora Maria Lima Pereira Dias Maria Teresa Fragoso de Almeida |

7th Session

Date: Tuesday, April 15, 2008

Subject: Research methods in Self-regulated learning

Summary: *Methodological options and problems raised by the research.*

8th Session

Date: Tuesday, May 13, 2008

Subject: Discussion of theoretical themes, methodological options and problems raised by the research

Summary: *Presentation and discussion of theoretical and methodological options of the current research projects*

Professor/Doctoral Student/Collaborator: Maria de Fátima Cruz Duarte, Dora Maria Lima Pereira Dias, Paula Costa Ferreira

9th Session

Date: Tuesday, June and July

Subject:

Summary: Presentation na discussion of research projects

Professor/Doctoral Student/Collaborator: Maria Teresa Fragoso de Almeida, Dora Maria Lima Pereira Dias, Karla Correia, Célia Figueira, Maria de Fátima Cruz Duarte

Reference Texts

Paris, S.G., & Paris, A.H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101.

Paris, S., & Winograd, P. (2001). The role of self-regulated learning in contextual teaching: Principles and practices for teacher preparation. (23 pages) (<http://www.ciera.org/library/archive/2001-04/0104prwn.pdf>)

Boekaerts, M. (1999). Self-regulated learning: Where are we today? *International Journal of Educational Research*, 31, 445-457.

Paris, S.G., Byrnes, J.P., & Paris, A.H. (2001). Constructing theories, identities, and actions of self-regulated learners. In B. Zimmerman, & D. Schunk (Eds), *Self-regulated learning and academic achievement: Theoretical perspectives* (pp. 253-288). Mahwah, NJ: Erlbaum.

Zeidner, M., Boekaerts, M. e Pintrich, P. (2000). Self-regulation. Directions and Challenges for future research. In M. Boekaerts, P. Pintrich e M. Zeidner(Eds), *Handbook of Self-Regulation* (pp. 503-529). London: Academic Press.

Boekaerts, M. e Corno, L. (2005). Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: An International Review*. 54(2), 199-231.

Methodology

DeGroot, E. (2002). Learning through interviewing: Students and teachers talk about learning and schooling. *Educational Psychologist*, 37(1), 41-52

Meyer, D., & Turner, J. (2002). Using instructional discourse analysis to study the scaffolding of student self-regulation. *Educational Psychologist*, 37(1), 17-25.

Patrick, H., & Middleton, M. (2002). Turning the kaleidoscope: What we see when self-regulated learning is viewed with a qualitative lens. *Educational Psychologist*, 37(1), 27-39.

Perry, N. (2002). Introduction: Using qualitative methods to enrich understandings of self-regulated learning. *Educational Psychologist*, 37(1), 1-3.

Schmitz, B. & Wiese, B. S. (2006). New Perspectives for the Evaluation of Training Sessions in Self- Regulated Learning: Time- Series Analyses of Diary Data. *Contemporary Educational Psychology*, 31, 64-96.
