

POSBGIL – the teaching revolution

POSBGIL - Process Oriented, Skills Based, Guided Inquiry Learning – designed to develop self-regulated (self-managed, self-directed, autonomous, independent, lifelong) learners

Factors making POSBIGIL possible:

- a focus on the teaching of learning skills in NZ through the key competencies
- the proliferation of high quality school subject based websites
- the ubiquity of internet accessible devices
- the availability of high speed broadband
- the high level of comfort your students have with the digital world

In an SRL (self-regulated learning) classroom teachers would:

- teach learning skills not content
- pose questions, outline problems, set challenges, give clear measurable objectives
- put students into small groups
- enable them to connect to the best subject based internet resources
- facilitate their journey

In an SRL classroom students would need to have good learning skills including how to:

- set learning goals
- plan out their study
- ask good questions
- generate motivation and perseverance
- process information effectively – sift, sort, compare, verify, try out different ways to learn
- work to deadlines
- reflect on their achievement – both process and content
- make changes to their learning processes where necessary

If the aim is to develop lifelong learners this can now be achieved by:

- Focusing on teaching learning skills rather than subject content
- Allowing students to find the required subject content themselves using good quality internet resources
- Enabling self-regulated learning to occur in the classroom
- Using self-assessment of content, process and learning skill development to develop full metacognitive awareness

Developing Metacognitive Awareness through Regular Reflection:

Self-assessment by reflection on today's lessons:

Content – understanding of subject matter

- what don't I understand yet?
- what questions do I have?

Skills – progress towards mastery of learning skills

- what skills have I practiced today?
- how competent do I now feel in each skill?

Strategies – effectiveness of learning/teaching strategies

- what strategies have I been exposed to or used myself today?
- how effective was each one for me?

Of course:

- Students differ in the degree of self-regulation they have the skills for
- Teachers differ in the degree of self-regulation they allow in the classroom

Shared Regulatory Style - with provision

- 1) Assess for ability to self-regulate learning
- 2) Allow for 3 levels of self-regulation in every class
- 3) Groups of 3-4 with one computer + high speed internet
- 4) Work directly with the **low SRL students** teaching them the appropriate learning skills
- 5) Help the **intermediate SRL students** where required
- 6) Allow the **high self-regulated learners** to work independently
- 7) Pose problems, set challenges, give measurable objectives, help them to ask the right questions

Must have provision for the highly self-regulated learner at all levels

- What percentage of your lessons are available to students right now as well structured and supported, fully independent learning experiences?
- Are you aware of all the websites that have resources for your subject?

Take a look at:

www.marktreadwell.com/Digital_Resources

www.marktreadwell.com/Image_Libraries

- ❖ Process-oriented design principles for promoting self-regulated learning in primary teacher education - Vrieling, Bastiaens & Stijnen, *International Journal of Educational Research*, 49, 2010
- ❖ Toward self-directed learning in secondary schools: what do teachers do? – Bolhuis & Voeten, *Teaching and Teacher Education*, 17 (2001)
- ❖ Congruence and friction between learning and teaching – Vermunt & Verloop, *Learning and Instruction* 9 (1999)