

2015-2016 John and Doris Andrews Grant Award

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Project Title: Collaborative Inquiry for Self-Regulated Learning: A Study of Professional Development Processes

Project Abstract:

Research suggests that inquiry-based professional development can foster highly effective forms of teacher learning, practice change, and correspondingly, learning gains for students. It also indicates that teachers' learning is enhanced when they *collaborate* within a community of inquiry. But questions remain about how resources and supports on particular themes (like self-regulated learning) can best be provided as teachers engage in self-directed inquiry, particularly if their goal is also to mobilize their joint efforts to make systematic change. This research will use a case study framework to study a new, flexible learning initiative, the SRL Inquiry Hub, designed to support educators engaged in "collaborative inquiry for SRL". We will investigate whether and how the Inquiry Hub is working to: (a) provide resources for the professional learning of educators choosing to focus together in fostering SRL; and (b) build capacities within one school district with potential to nurture sustained and systemic change.