



FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

Teacher and school characteristics associated with self-regulated learning practices in primary education: a multidimensional approach.

Public defence to obtain the degree of

DOCTOR IN EDUCATIONAL SCIENCES
(Option: Adult Educational Sciences)

of

Jeltsen Peeters

which will take place on

Wednesday, September 30, 2015, 5-7 P.M.
Promotiezaal
building D, room 2.01
Campus Etterbeek

You are cordially invited to the reception after the
public defence in the hall of the 'Promotiezaal' at 7 P.M.

Please confirm your attendance before 23/09/15
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JURY

INTERN

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Situation of the dissertation

The educational field today faces many challenges such as increasing achievement gaps, decreasing levels of motivation, and high school dropouts. The current dissertation departs from the idea that self-regulated learning (SRL) may contribute to tackling these contemporary educational challenges. It aims to study how classroom practices that support students' development of SRL skills can be implemented across a variety of primary school teachers and contexts. Self-regulation skills have been shown to turn people into highly effective and motivated learners. Teachers play a crucial role in students' SRL development. Yet, while most teachers acknowledge the value of SRL in primary education and while effective teaching methods that stimulate students' SRL are known, teachers today pay only limited attention to students' SRL. Therefore, the current dissertation aimed to study the main barriers and stimuli that primary school teachers experience when wanting to promote students' SRL. By means of five empirical studies and a variety of research methods, the current dissertation provides insights in what mechanisms underlie the implementation of SRL promotion in primary education and how these mechanisms relate to teachers' self-perceived SRL promotion. This dissertation can inform policy, school management, and teacher education in creating and adapting interventions that offer personalized and adapted teacher and school support, in turn facilitating further implementation of SRL classroom practices across primary education.

Curriculum Vitae

Jeltsen Peeters received her Bachelor Degree in 'Orthopedagogie' from the Plantijnhogeschool in Antwerp in 2008. She subsequently obtained her Master Degree in Adult Educational Sciences with greatest distinction at the Vrije Universiteit Brussel in 2010. Her master thesis was an in-depth qualitative study exploring informal learning in formal adult education. Following graduation, she started working as project assistant within the international blended learning program 'Master in Educational Sciences' at VUB. In 2011 she was then selected as a recipient for a scholarship from the Research Foundation Flanders (FWO) under the supervision of Prof. Koen Lombaerts. During the past four years, her work has been published in internationally acclaimed and peer-reviewed scientific journals. She has equally presented her research results at various international conferences. Besides research activities, Jeltsen Peeters was a very active member within the Department's educational programs as well as additional societal projects within and beyond the university.