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Creencias y prácticas de maestras de educación primaria acerca de la autorregulación del aprendizaje.

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CREENCIAS Y PRÁCTICAS DE MAESTRAS DE EDUCACIÓN PRIMARIA ACERCA DE LA AUTORREGULACIÓN DEL APRENDIZAJE

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RESUMEN

En este estudio proponemos describir las creencias y prácticas autoinformadas de enseñanza y aprendizaje de maestras de Primaria, acerca de la autorregulación. Para esto se utilizó un cuestionario y dos entrevistas semi estructuradas. Se busca determinar la convergencia entre los datos obtenidos mediante los dos instrumentos, así como comparar sus creencias con lo que reportan hacer al enseñar. Por otra parte, se busca explorar el doble rol docente, como aprendices y promotores de autorregulación. La muestra final estuvo conformada por 10 maestras en sus primeros tres años de ejercicio profesional, y 10 maestras con más de diez años de experiencia. Se transcribieron 29 horas y tres minutos de entrevistas identificando 7276 unidades de significado. Encontramos convergencia entre las dos herramientas de evaluación y se discuten algunas discrepancias entre creencias y lo que reportan hacer en las aulas. En cuanto a las prácticas se identificaron algunas estrategias de autorregulación que el profesorado utiliza cuando aprende, pero que no enseña frecuentemente a sus alumnos. Así mismo, algunas estrategias importantes para el desarrollo de la autorregulación fueron escasamente mencionadas. Estos datos resultan relevantes para pensar el diseño de programas de desarrollo profesional docente.

Palabras clave

Aprendizaje - Autorregulación - Creencias docentes - Estrategias de aprendizaje

ABSTRACT

BELIEFS AND PRACTICES OF PRIMARY EDUCATION TEACHERS ABOUT SELF-REGULATED LEARNING

Teachers play a pivotal role in self-regulated learning, but its direct instruction in the classroom is limited, these may be due to their beliefs about self-regulation. The objective of this study is to describe self-reported teaching and learning beliefs and practices of primary education teachers about self-regulation. It was conducted using a questionnaire and two semi-structured interviews. It aimed to determine the convergence between the data gathered by both tools, as well as comparing teacher beliefs with what they report doing when teaching. The final sample

was composed of 10 teachers in the first three years of service, and 10 teachers with more than ten years of experience. The analysis was conducted using a predefined system of categories based on teachers common beliefs about self-regulated learning and on Zimmerman's cyclic model. We found convergence between the two evaluation tools, and discussed discrepancies between beliefs and reported classroom practices. In terms of practices, we identified some self-regulated strategies used by teachers when they learn, but that they do not frequently teach their students. Moreover, some strategies that are important for the development of self-regulation were barely mentioned. These findings are relevant for the design of teacher professional development programs.

Keywords

Learning - Self-regulation - Teaching beliefs - Learning strategies

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