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Desarrollo profesional docente para la autorregulación del aprendizaje y su enseñanza.

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DESARROLLO PROFESIONAL DOCENTE PARA LA AUTORREGULACIÓN DEL APRENDIZAJE Y SU ENSEÑANZA

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RESUMEN

La investigación ha demostrado que la capacidad de autorregular el aprendizaje requiere de enseñanza explícita, por lo tanto, los docentes tienen un rol fundamental en este asunto. En este estudio se implementa un programa de desarrollo profesional para la explicitación de la enseñanza de estrategias de autorregulación. Se trabajó durante todo un año lectivo con cuatro maestras del último curso de educación primaria. Se introdujeron elementos teóricos, se ejemplificó la enseñanza de estrategias y se analizaron videos de alumnos. Se evaluaron los alcances del programa en las creencias, conocimientos y prácticas auto informadas de las maestras. Así como también en la comprensión de textos, la autoeficacia y la autorregulación de sus 70 estudiantes en tres momentos a lo largo del curso. Las maestras diseñaron actividades y recursos, incorporaron aspectos de la teoría y creencias coincidentes con la enseñanza de la autorregulación. Además, percibieron cambios en sus formas de trabajo y en sus estudiantes, aunque coincidieron en la percepción acerca de la falta de tiempo para trasladar sus nuevos conocimientos a sus prácticas. En cuanto a los efectos sobre los estudiantes se encontró una mejora en la comprensión de textos en los de rendimiento inferior y aumento de estrategias de autorregulación.

Palabras clave

Aprendizaje - Autorregulación - Formación docente - Comprensión de textos

ABSTRACT

TEACHER PROFESSIONAL DEVELOPMENT FOR SELF-REGULATED LEARNING

Research has demonstrated that explicit teaching is necessary to develop the ability to self-regulate learning, making teachers crucial in this regard. This study aims to implement a professional development program focused on explicitly teaching self-regulation strategies. Throughout an academic year, four primary school teachers from the final grade actively participated in the program. The program encompassed theoretical components, exemplification of teaching strategies, and the analysis of student videos. The program's effectiveness was assessed by evaluating the teachers' self-reported beliefs, knowledge, and practices, as well as the impact on their 70 students' reading comprehension, self-efficacy, and self-regulation at three differ-

ent intervals during the course. The teachers not only designed activities and resources but also integrated theoretical concepts and beliefs that aligned with the teaching of self-regulation. They acknowledged changes in their own instructional methods and observed transformations in their students. However, they also expressed a common concern regarding the limited time available to fully incorporate their newfound knowledge into their practices. As for the effects on the students, improvements in reading comprehension were observed among those with lower performance, along with an increase in the utilization of self-regulation strategies.

Keywords

Learning - Self-regulation - Teacher training - Text comprehension

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