

The Role of an Integrated Theoretical Approach in Investigating the Self-Regulated Strategy Use of Highly Able Students and Those With Learning Difficulties in the Ib Diploma Programme



Sandra Forrest

King's College London, Strand, London WC2R 2LS, United Kingdom

This qualitative multiple case study explored how high-achieving International Baccalaureate Diploma Programme students and Diploma Programme students with learning difficulties develop self-regulated learning (SRL) within a context in which teachers were trying to align their pedagogy more closely with that of the IB. An integrated theoretical stance drawing upon a situated model and social cognitive and information processing theories contributed valuable insights. Methods included collecting work samples and accompanying written reflections; semi-structured interviews; and school report teacher comments. Results confirm that the IB's student-centred, process-focused pedagogical approach has the potential for promoting SRL and suggest that, because of this, the IB Diploma Programme may be suitable for university-bound students with learning difficulties. This finding reflects a significant gap in the field of learning difficulties. Results also suggest that students with learning difficulties benefit from strategy guidance more than their highly able peers do, and that epistemic awareness is a key factor in determining strategy effectiveness. These findings reflect significant gaps in the field of self-regulated learning, particularly in relation to students with learning difficulties, the IB Diploma Programme, and the role of epistemic awareness.

Biography:

Sandra Forrest received her Master of Special Education from New York University and her Doctorate in Education from King's College, London. Her doctoral focus is the self-regulated learning (SRL) of highly able students and students with learning difficulties and pedagogical practices that facilitate this. Her work has been published in the Journal of Research in International Education and is required reading in the Master of International and Comparative Education at King's College, London.