PhD completion seminar

Teaching for self-regulated learning in biomedical science.

Abstract

Self-regulated learning can be defined as the self-generated thoughts, feelings and actions directed towards achieving a learning goal. Associated with academic success and lifelong learning, self-regulated learning skills have been deemed important for biomedical science students to develop in preparation for healthcare careers.

Most research on self-regulated learning in biomedical science focuses on student perceptions, approaches and outcomes. The extent to which teaching in biomedical science is designed to foster student self-regulated learning is unknown. It is also unclear how this is enacted and why this is so.

This research explores educators' practice and experiences of teaching for self-regulated learning in biomedical science. The findings underscore challenges, such as cultural expectations of disciplinary content to be taught (crowded curriculum) and assumptions that students should already be able to self-regulate their learning. There is also a sense of risk for educators in challenging didactic teaching traditions.

Joanne Russell

Thursday 18 March 2021

2.00-3.00pm

zoom

(please contact Michelle Grainger, michelle.grainger@unimelb.edu.au for zoom link)

Biography

Jo Russell has a background in teaching undergraduate pathology to science and biomedical students at The University of Melbourne. Her research interests include self-regulated learning and teaching in biomedical science.