An Action Research of the Ninth Grades Disadvantaged Students by Using the Self-Regulated Learning in Science...

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ABSTRACT

This study explored how the disadvantaged students used skills of self-regulated learning in some science competitions, and their self-learning effects. The study adopted action research approach to examine teaching process and observe four disadvantaged ninth-grade students of a middle high school in Nantou County. The whole class including those four students received 12 consecutive weeks (24 periods) of self-regulated learning curriculum. The researcher recorded self-regulated learning and teaching process with video camera, did class observations, checked student worksheets, and compared science competition results. Then, the research wrote his reflections, did interviews with those four students, and analyzed the collected information. The major findings are summarized as follows: Firstly, the four disadvantaged students showed positive attitude by using self-regulated learning in science competitions in the three areas: learning enthusiasm, active learning, and learning achievement. Secondly, the use of self-regulated learning for disadvantaged students in science competitions can effectively improve their learning strategies. Thirdly, in the process of action research, the research paid more attention to those disadvantaged students ’ special needs, which helped him learn more about the disadvantaged students, and improved teaching skills and quality.

Keywords : disadvantaged students、self-regulated learning、science competitions、action research

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