SRL1 PROGRAM CONTACTS

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SRL1 PROGRAM AT A GLANCE
MEd in Human Development, Learning, and Culture Self-Regulated Learning
Begins January 2014 | 3 years, part-time
LOWER MAINLAND
Tuition details online.

Information Sessions
MONDAY, SEPTEMBER 16
4:00 p.m.–5:30 p.m.
Schou Centre | Conference Room
4041 Canada Way
Burnaby

Apply by
September 25, 2013

PDCE.EDUC.UBC.CA/SRL1

SELF-REGULATED LEARNING IN EDUCATION

MASTER OF EDUCATION IN HUMAN DEVELOPMENT, LEARNING, and CULTURE

SELF-REGULATED LEARNING

EDUCATIONAL & COUNSELLING PSYCHOLOGY, AND SPECIAL EDUCATION

LOWER MAINLAND COHORT PROGRAM
Begin: January 2014

PDCE.EDUC.UBC.CA/SRL1

@UBC_PDCE

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SELF-REGULATED LEARNING

This program is designed for educators who wish to extend their knowledge and expertise about how to foster self-regulated learning in schools.

Across North America, self-regulation is being associated with the kinds of “21st century learning skills” that schools need to foster, if today’s learners are to experience success from primary grades through the adult years. Self-regulation is critical because it entails learners’ adaptive engagement in learning in a wide variety of subject-areas.

Models of self-regulation describe how “metacognition” (e.g., understanding oneself as a learner), motivation/emotions, and strategic action combine to ensure success in learning. Research suggests that these models provide a powerful framework from which educators can build to better understand challenges/successes in students’ learning and engagement, and for constructing practices that foster students’ development as empowered, strategic learners.

This graduate program will engage participants in rich inquiry-based processes through which they will continually have opportunities to co-construct knowledge related to learning and development, and to bridge theory, research and practice.

APPLICATION REQUIREMENTS

- A completed four-year undergraduate degree, and at least a 76% average on all senior-level credits
- Evidence of adequate preparation, ideally through a combination of academic and professional experience, to undertake graduate level study in this area
- An online application form
- Two official (sealed) transcripts from all post-secondary institutions (except from UBC)
- Three electronic letters of reference
- An electronic copy of an up-to-date résumé

Students who have not taken a research methods course previously will need to take EPSE 483, Reading and Interpreting Research in Education, either prior to or in the first year of the program.

PROGRAM HIGHLIGHTS

Participants will construct a strong, foundational knowledge base related to learning and human development. They will explore in depth the ways in which self-regulation and motivation are central to learners’ academic, social and emotional learning and development.

Participants will consider together theories, principles, and practices related to:

- developmental and learning processes in the academic, social-emotional, and cultural domains;
- self-regulation and motivation in classrooms and schools;
- meeting the diverse learning needs in today’s classrooms, and;
- how to interpret and take up theory/research to inform ongoing practice development.

COURSES

YEAR ONE | 2014

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JANUARY</td>
<td>Seminar in Human Learning, Development and Culture</td>
</tr>
<tr>
<td>MAY-JUNE</td>
<td>Reading and Interpreting Research* or an approved elective (optional)</td>
</tr>
<tr>
<td>JULY</td>
<td>Motivation in Education</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Foundations in Human Development: Infancy to Adulthood</td>
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</tbody>
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Complete schedule details are available online.

*This prerequisite may be taken prior to the program, and will also be offered in May-June 2014.

Students take 30 credits (plus the program prerequisite): 8 required courses and 2 electives of students’ choosing.

YEAR TWO | 2015

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JANUARY</td>
<td>Fostering Motivation and Self-Regulation in Classrooms &amp; Schools</td>
</tr>
<tr>
<td>MAY-JUNE</td>
<td>Social &amp; Emotional Development in Education</td>
</tr>
<tr>
<td>JULY</td>
<td>Approved elective (optional)</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Cultural Perspectives on Learning, Development &amp; Media</td>
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YEAR THREE | 2016

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JANUARY</td>
<td>Cognition, Language &amp; Literacy Processes in Education</td>
</tr>
<tr>
<td>MAY &amp; JULY</td>
<td>Approved elective(s) (optional)</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Graduating Seminar</td>
</tr>
</tbody>
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Program begins January 2014

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