

Promoting self-regulated learning through peer observation and feedback in secondary school students: Qualitative preliminary findings



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Project overview:

Self-regulated learning (SRL) is one of the key competencies for the 21st century. It refers to learners who are able to guide themselves independently through the process of skills acquisition.

The **WAY project - Who sAw You then and who sees you now!** – Based on Socially Shared SRL and Zimmerman's multi-level model aims to deepen knowledge about the development of SRL among secondary school students through their engagement in peer observation and feedback during collaborative learning. Peer observation can effectively develop observation, reflection, and self-analysis, promoting SRL and by asking students to give feedback to their peers about what they have observed creates moments of participation and dialogue centred on the classroom activities, allowing students' voices to be heard.

Goals:

To understand how students were introduced to the project; assess students' knowledge and awareness about the project and the impact of the project in classes; understand how students were involved in practice; comprehend the process of observation and feedback between peers in the classroom and students' experiences; understand the level of satisfaction and motivation, how they perceived the transferability of these practices to other subjects and their perception of teacher involvement.

Methods

This project runs from 2023 to 2025, and this presentation is focused on the preliminary qualitative findings. After the quantitative pre-assessment, two training sessions (1:30h each) were organised at each school. These sessions covered topics such as the project presentation (objectives?), timeline, theoretical models and principal concepts (e.g., SRL, SSRL, peer observation and feedback), aspects of the intervention and pedagogical proposals for systematising the observation and feedback process. The intervention was planned to occur in moments of collaborative work in a learning moment that involved carrying out a specific task assigned by the teacher. In each group, one of the students is prompted to observe and give feedback to the others. Observer-reporter students have the support of a guiding script. Twenty-four students in 10th grade from three public schools were randomly selected to participate in a focus group in February 2024. These students experienced at least five sessions of peer observation and feedback in classes.

Preliminary qualitative results:

Strengths:

- Observant students tend to feel more concentrated;
- Observed students tend to be more committed and involved in the task and tend to study more.
- Most of the students referred to learning due to observation and receiving feedback.

Weaknesses:

- Initial information from teachers was not clear
- At the beginning, they had doubts about the object of observation.
- Most students reported that feedback takes a lot of time and decreases the number of exercises done in class.

Opportunities:

- Teaching among peers impacted the assessment and the contents in which this collaborative work existed.
- Less skilled students feel that they learn by observing and receiving feedback
- Most students think this proposal can be transferrable to other subjects.
- Most students think this proposal benefits their peer relationships by increasing peers' confidence.

Threats

- The level of proximity (relationship) between peers impacts feedback.
- Peer work is disturbed if students in a group have different work paces or different difficulty levels in the subject.
- Students were not involved in the decision-making.
- High-skilled students feel that they learn less by observing their peers



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