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# THE WAY PROJECT: Peer Observation as an Active Methodology for Developing Self-Regulated Learning in Secondary Students

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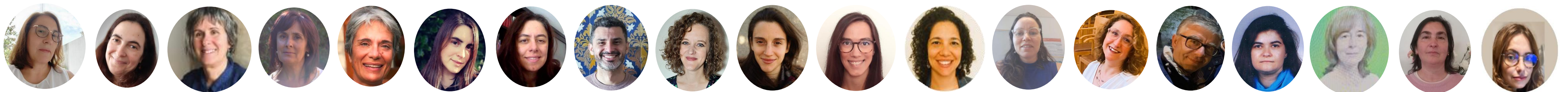
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# WAY Project

Who sAw You then, who sees you now!

Promoting student self-regulated learning in the classroom through peer observation.

FCT/2022.01025.PTDC/2023-2026

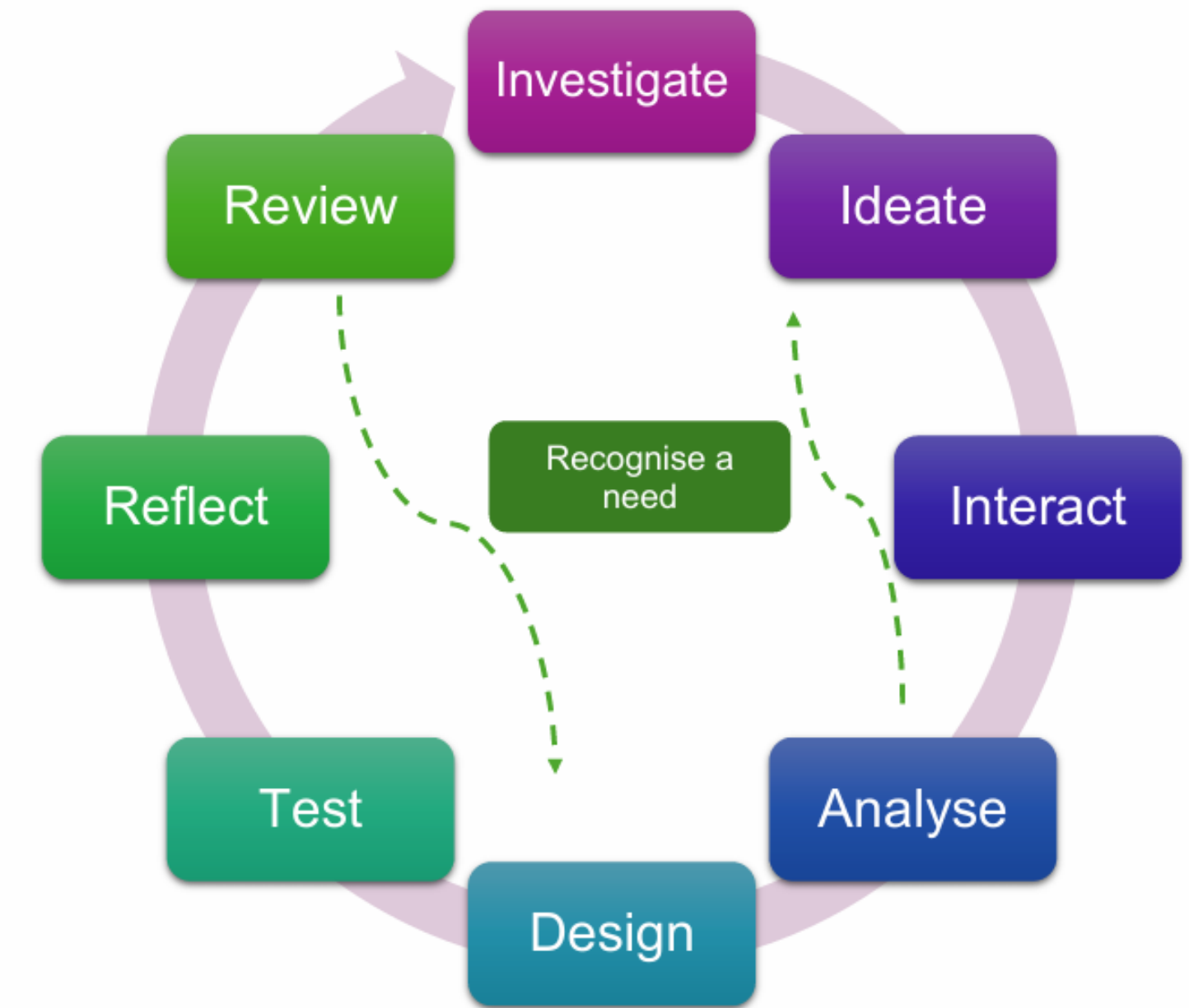


# WAY Project

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## Project's Methodology

- Longitudinal study: Three years' Project (2023, 2024, 2025).
- Mixed Methods Approach: Qualitative (focus groups, feedback scripts) + Quantitative (Motivated Strategies for Learning Questionnaire - MSLQ).
- Four school clusters involved in the entire process.



Design-Based Research (DBS)

# WAY Project

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## Peer Observation

**Observation and Feedback** from students in a **group work context** during a **learning task**.

Process observation will be conducted, followed by feedback on what was observed, considering the **self-regulated learning process**.



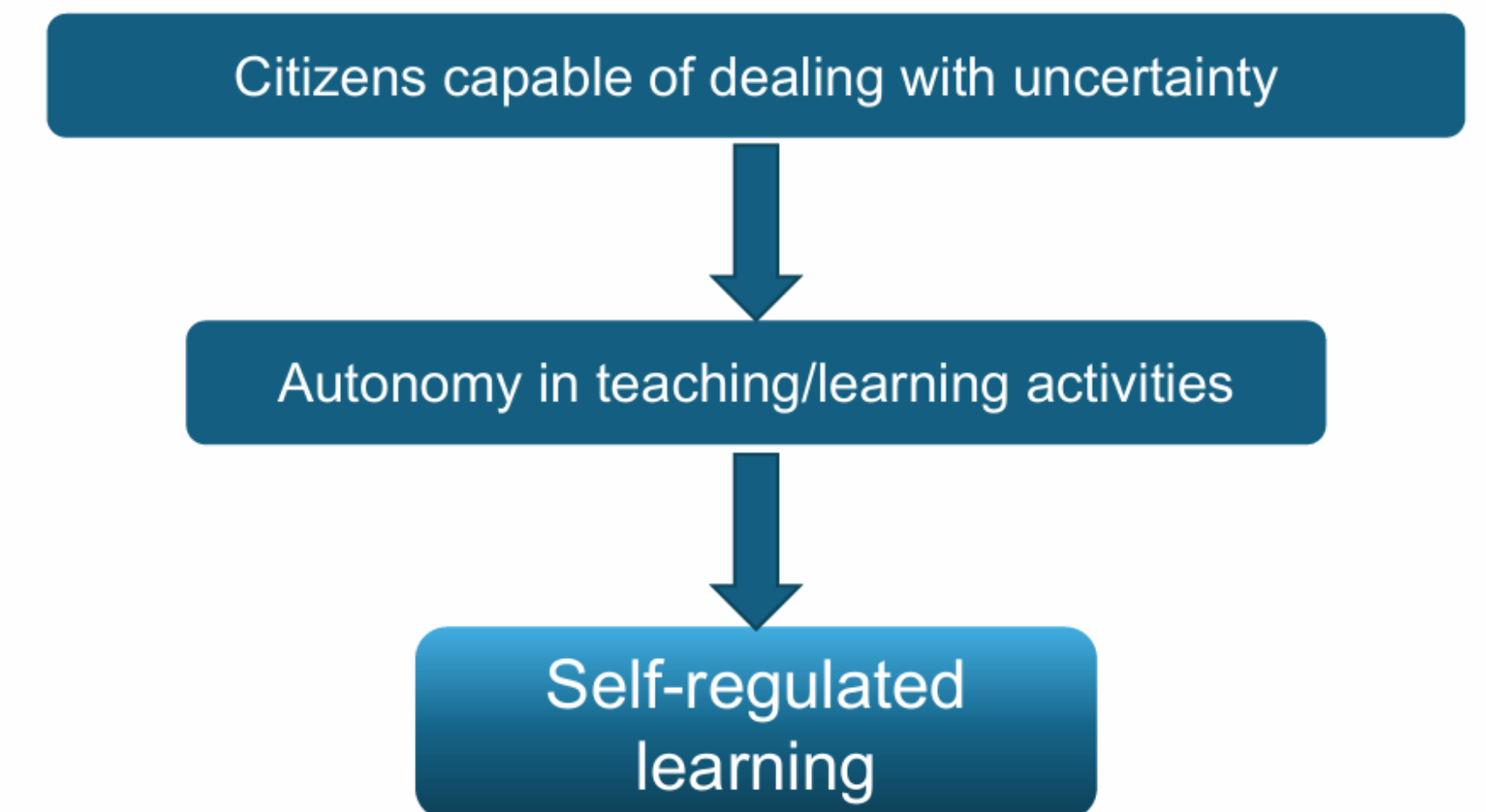
# WAY Project

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## Self-Regulated Learning

“Self-regulated learning (SRL) is a **core conceptual framework** to understand the **cognitive, motivational**, and **emotional** aspects of learning.” (Panadero, 2017, p. 1)

“Learning is viewed as an activity that students do for themselves in a **proactive way** rather than as a covert event that happens to them in reaction to teaching.” (Zimmerman, 2002, p. 65).



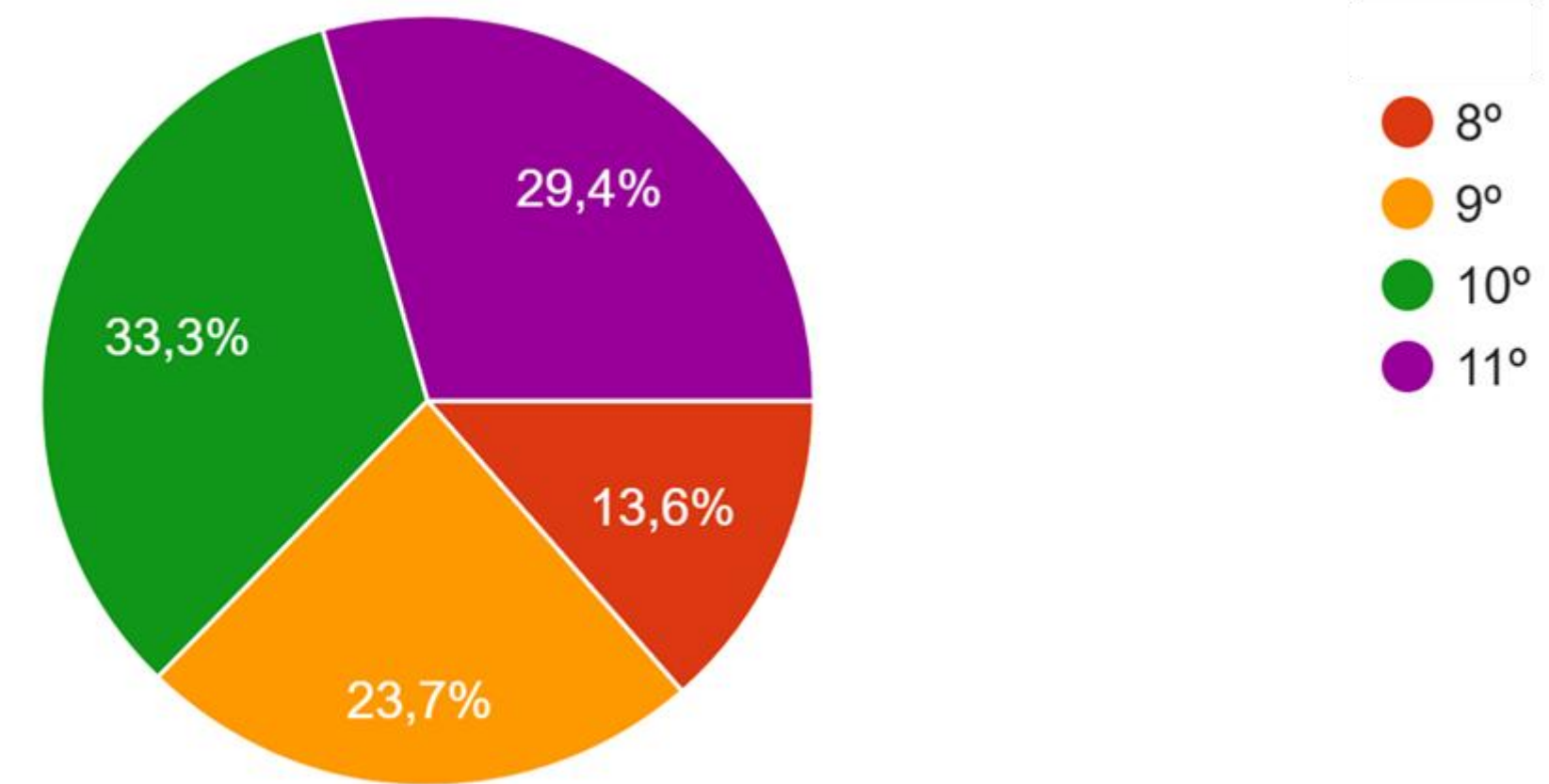
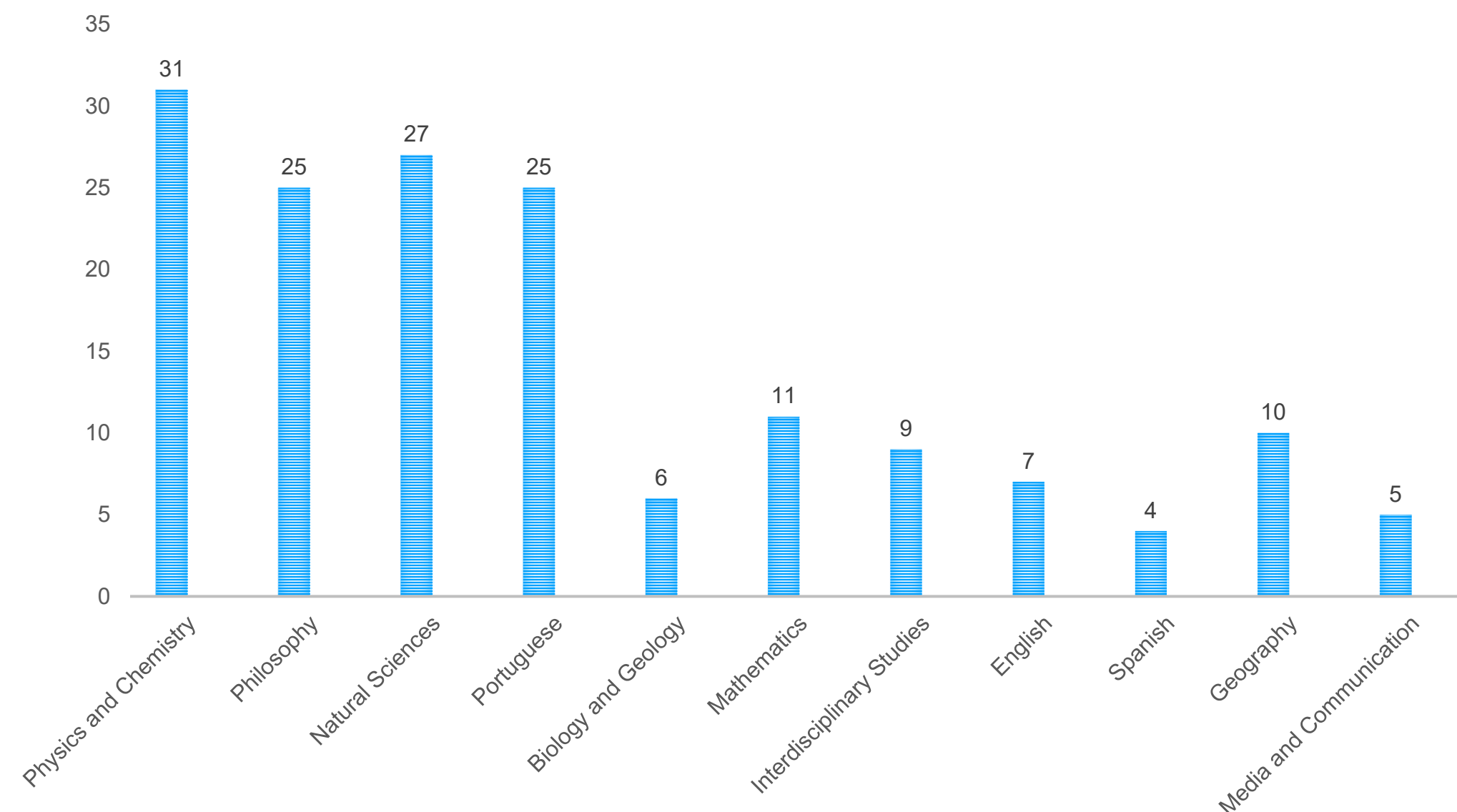
# Goals

- 1) To examine **the design and implementation of peer observation** as an **(inter)active learning strategy**;
- 2) To analyze **teachers' perceptions** on how continuous teacher education actions **influenced their pedagogical practices**;
- 3) To explore **the interplay between peer observation activities** and observed shifts in student **engagement, SRL, and academic performance**.

# Methodology

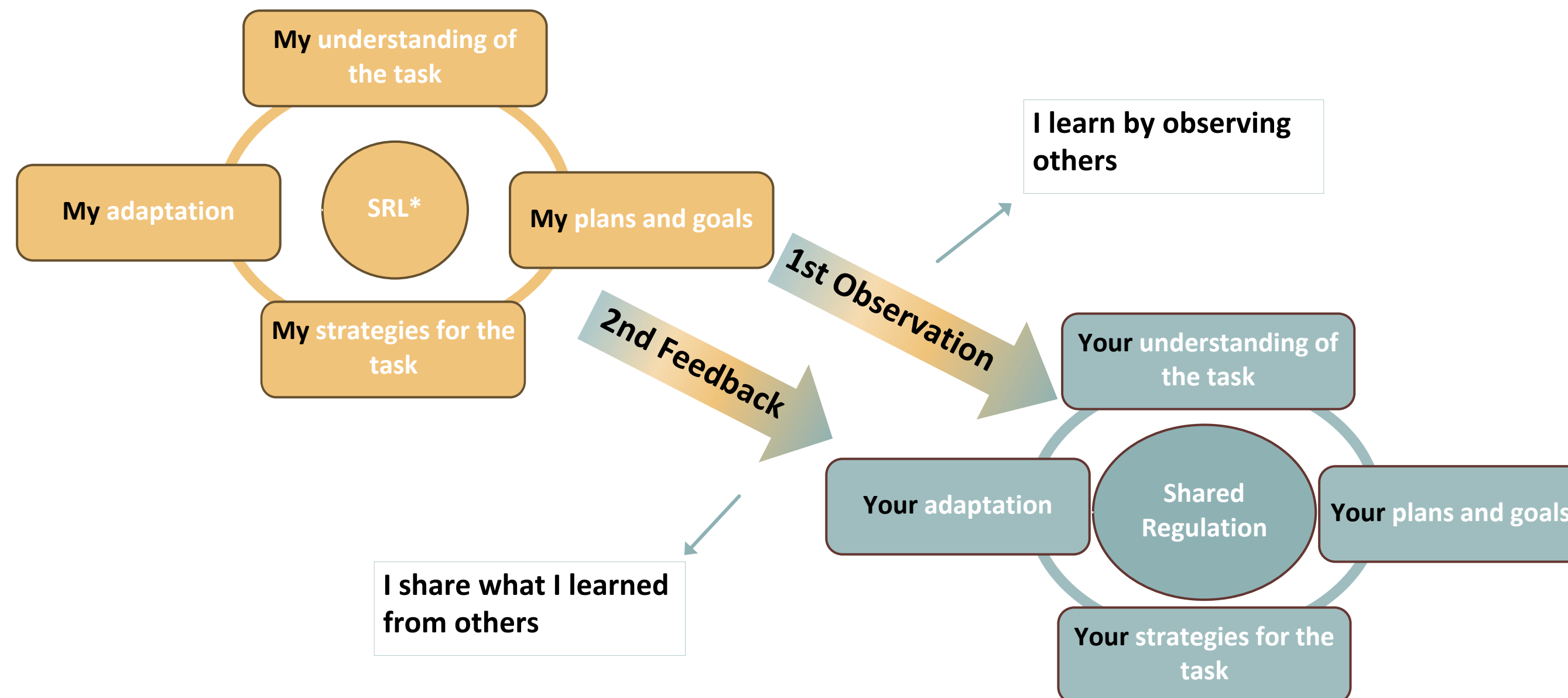
- Qualitative approach, content analysis (Bardin, 1987).
- Three focus groups (15 teachers) + 176 feedback scripts (28 teachers).

SUBJECTS



# Findings

## Peer Observation Process



\* SRL = SELF-REGULATED LEARNING

*"The student **observes** and then **executes**." (Script Answer)*

*"The student observes the development of the process and subsequently has the opportunity to execute it while incorporating the most appropriate practices; **the system is rotational**." (Script Answer)*

*"At first, what was clear to me was that the observer was there - **attentive, active as an observer** - but didn't do the activity." (Teacher 2AER)*

*"Mine were more **active observers** (...) **the leader wasn't the observing student**, it was another one (I always assigned it **rotationally**). And that observing student had a role that others couldn't fulfill - **they could respond and help** in this **more active role**." (Teacher 3AER)*

# Findings

## Skepticism → Validation

*“There are some measures that will certainly be implemented. I still believe **this observer concept was challenging at first, but I now think it makes complete sense.** As I mentioned earlier - I'll repeat it again - **it allows weaker students to also assume an important role in their group during that moment.** Essentially, they get to evaluate others.” (Teacher 3ESSP)*

*“**At first they had more doubts,** by the end **it had become routine.** They'd volunteer - 'you did it yesterday,' or 'this one's mine,' just like that. Before, no - there was a bit of hesitation, you could tell. **By the end they were much more at ease.**” (Teacher 1AECCB)*

*“I confess **I had never thought systematically about having students observe each other's work.** I always encouraged cooperation and teamwork, but not with that observational distance. We thought - I believe **as a profession we always think - that monitoring and checking what students are doing is our role.** I had never considered this. It was a different experience, right?” (Teacher 4AECCB)*

*“**At first, I had many problems...** The class wasn't used to group work - they just wanted to sit quietly listening to me and studying for tests. I spent the first term reversing this situation... Eventually **they got on track and became fully engaged.**” (Teacher 1ESSP)*

*“This also helped me significantly **to progress and motivate more collaborative methodology,** because this way **students learn from each other and develop greater autonomy in their learning.**” (Teacher 2ESSP)*

# Findings

Skepticism → Validation : Intent to adapt the methodology across disciplines.

*“The fact that we're increasingly investing (...) in developing critical thinking (...) and other competencies. Therefore, more and more this type of project (...) or these types of activities have the institutional, pedagogical, legal (...) conditions to move forward. And **in our learning community, we'll likely create an activity plan next year to see how we can improve and continue learning about self-regulation and strategies for monitoring student learning. It's a possibility.**” (Teacher 3ESSP)*

*“I believe it would be counterproductive to abandon this working methodology. **It has already been validated by everyone as an added value. Since it has proven valuable,** why would we stop?” (Teacher 5AER)*

*“Yes, **for all subjects.** In fact, everyone (...) should have participated in the project to understand the added **value** it brings.” (Teacher 6ESSP)*

*“Yes, absolutely. Even if I don't return to this school, **I'll implement this wherever I go.**” (Teacher 5ESSP)*

# Findings

Improvements in academic performance (e.g., higher grades) and metacognitive behaviors.

*"It also makes us realize that it's necessary to organize the task, to plan, to understand. Because we have students doing things, but this aspect of making them think, of truly being them [independent], was somewhat overlooked. It even makes us teachers aware that **we need to let students think for themselves**. It's true we're always pressed for time. But then we must see this as actually saving time. **You lose time at first, to gain it later.**" (Teacher 1ESSP)*

*"To think about things. And this project allows them that and also **lets them evaluate**. Even students with more difficulties or who are a bit lazier **feel somewhat compelled to be more responsible**. (...) Even **at the behavioral level.**" (Professor 4AER)*

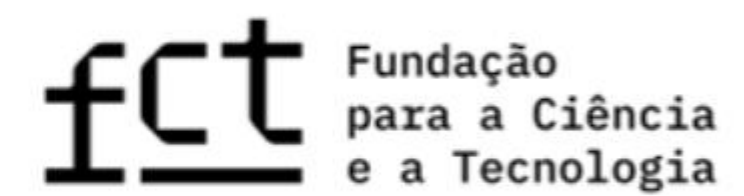
*"Later, it became one of the projects implemented to **boost the class's academic success**. In fact, **their performance improved** - it didn't disappoint. (...) For Class C, the final grades aren't out yet, but I can say that in math, initially in the first term, there were 10 failing grades. Then it dropped to 6, and later to 5. **We recovered half of them. These activities are also important** - they're among **the most helpful for these students.**" (Teacher 3ESSP)*

## Final Words

The WAY project reinforced the importance of **teacher education** grounded the triad **teachers-university-school** (Nóvoa, 2019), with schools recognizing peer observation as a lever for pedagogical change.

These results suggest that peer observation, when coupled with structured teacher support, can serve as a powerful tool to reimagine classrooms in the time of school metamorphosis (Nóvoa, 2018) – **shifting from passive knowledge transmission to active, reflective learning ecosystems** (Johnson & Johnson, 2018).

The WAY Project offers an **innovative model for school methodology** while emphasizing the irreplaceable role of teachers as facilitators of deeper learning.



## Who sAw You then and who sees you now!

– Promoting student self-regulated learning in the classroom through peer observation

The WAY project aims to deepen knowledge about the development of self-regulated learning of upper secondary school students through their involvement in peer observation during classes. The project's title summarizes not only the close connection between students' self-regulated learning and peer observation that the team intends to study but also the importance of the student's voice and participation.

Its focus mobilizes knowledge from educational sciences, as a whole, from curriculum studies to learning and teaching strategies, and puts in place several subject matters of schooling. The project will mobilize different actors that work in the educational field, as it brings to the front scene of research students, teachers and researchers.



<https://lead.uab.pt/way-en/>

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