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"Education, Citizenship and Social Change: Building Bridges"

Strengthening school democracy at the class level through the student voice paradigm: reflections from a design research project on self-regulated learning

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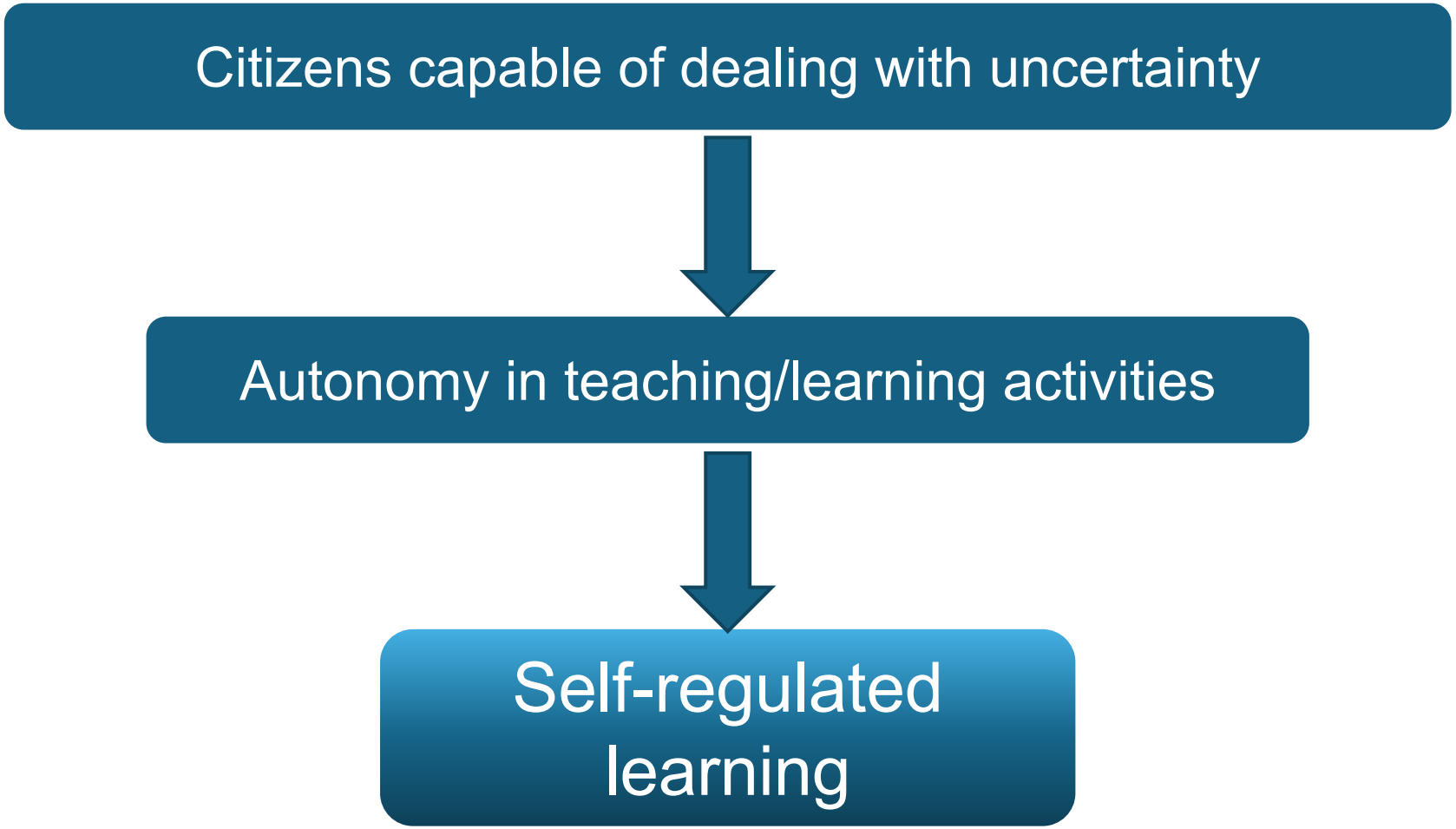
Presentation overview

- Context: The WAY project
- Theoretical background
- Method
- Initial results and discussion
- Final thoughts

WAY: Who sAw You then, who sees you now!

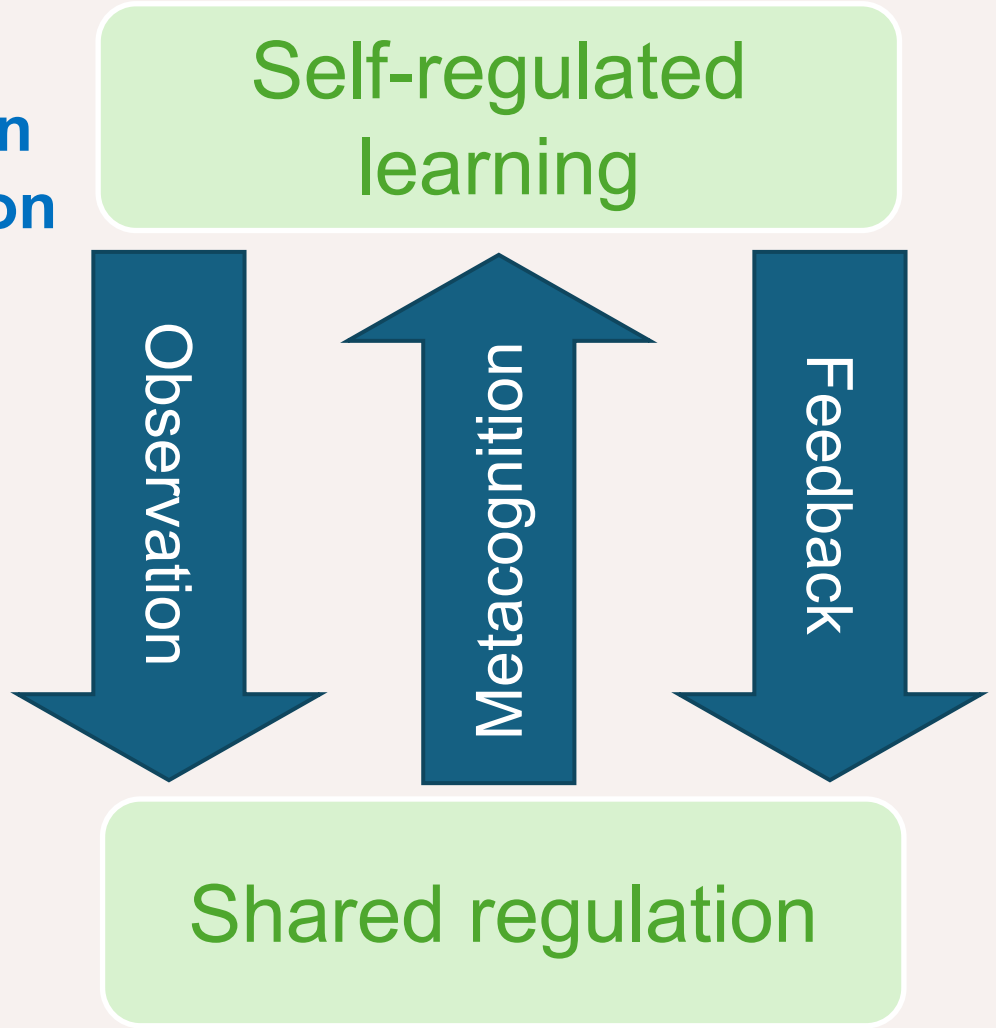
Deepen knowledge about the development of self-regulated learning of upper secondary school students through their involvement in peer observation during classes.

WAY – Justification and relevance



WAY: Research hypotheses

Voice
Participation
Collaboration



EC, 2019; ME, 2017; OECD, 2018

Theoretical framework – self-regulated learning and student voice ties

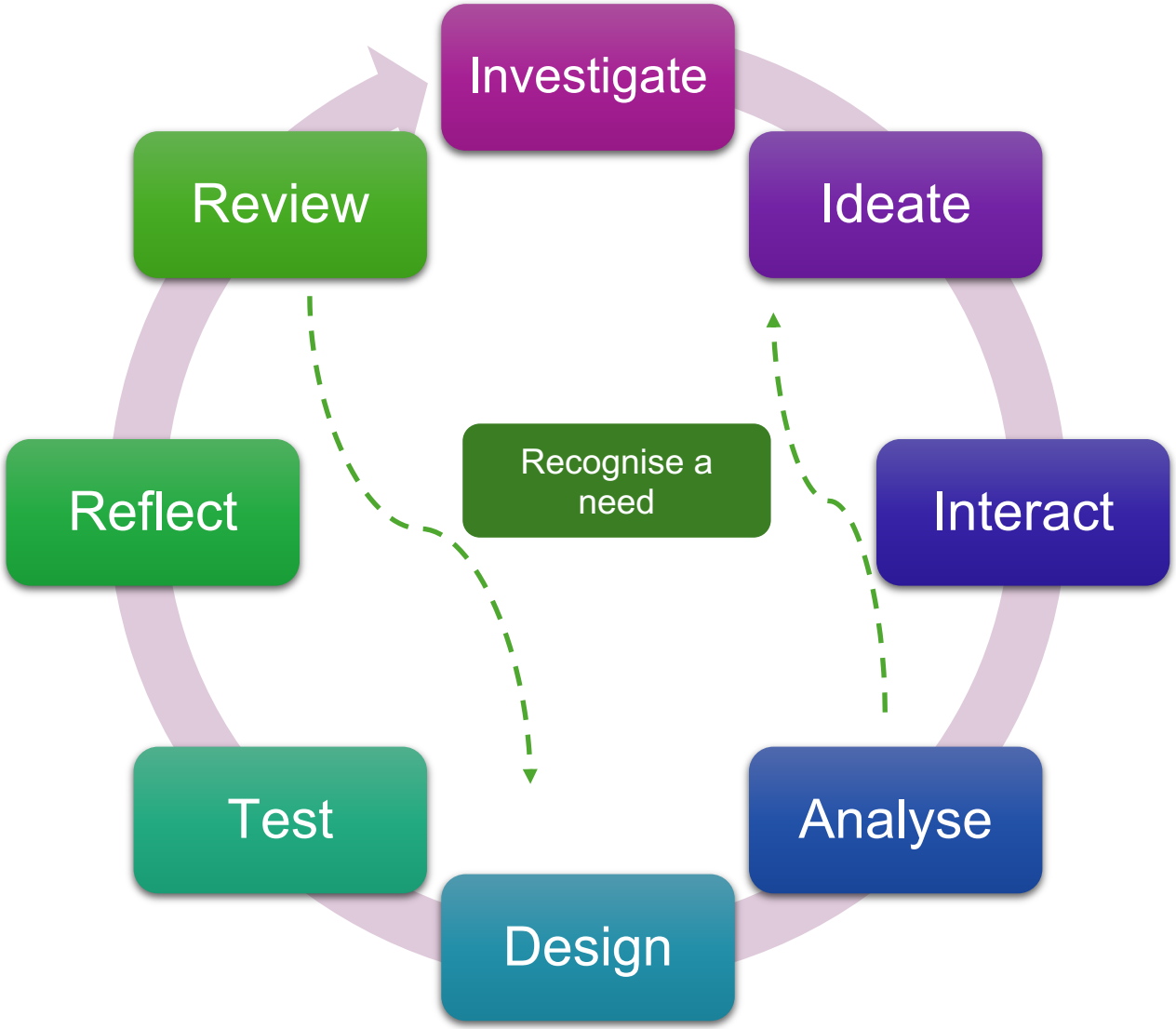
- Self-regulated learning (SRL) represents an **effective form of learning**, wherein learners systematically activate and regulate their cognition, motivation, and behaviors to attain their goals (Lau & Jong, 2022; Zimmerman, 2000; 2009);

- SRL increases the **involvement and motivation** of students, enhancing **learning outcomes** while promoting **autonomy and agency** (Boer et al., 2018; Schuitema et al., 2016; Wei et al., 2023);

- SRL is likely to develop **critical thinking**, i.e., intentional and self-regulated discernment including a combination of attitudes, knowledge and competences (Facione, 2011);

- Active learning increases students' motivation (Kong & Teng, 2020), with SRL representing added value to increasing the **sense of responsibility** students may feel as they are encouraged to **make decisions** (Moura et al., 2024).

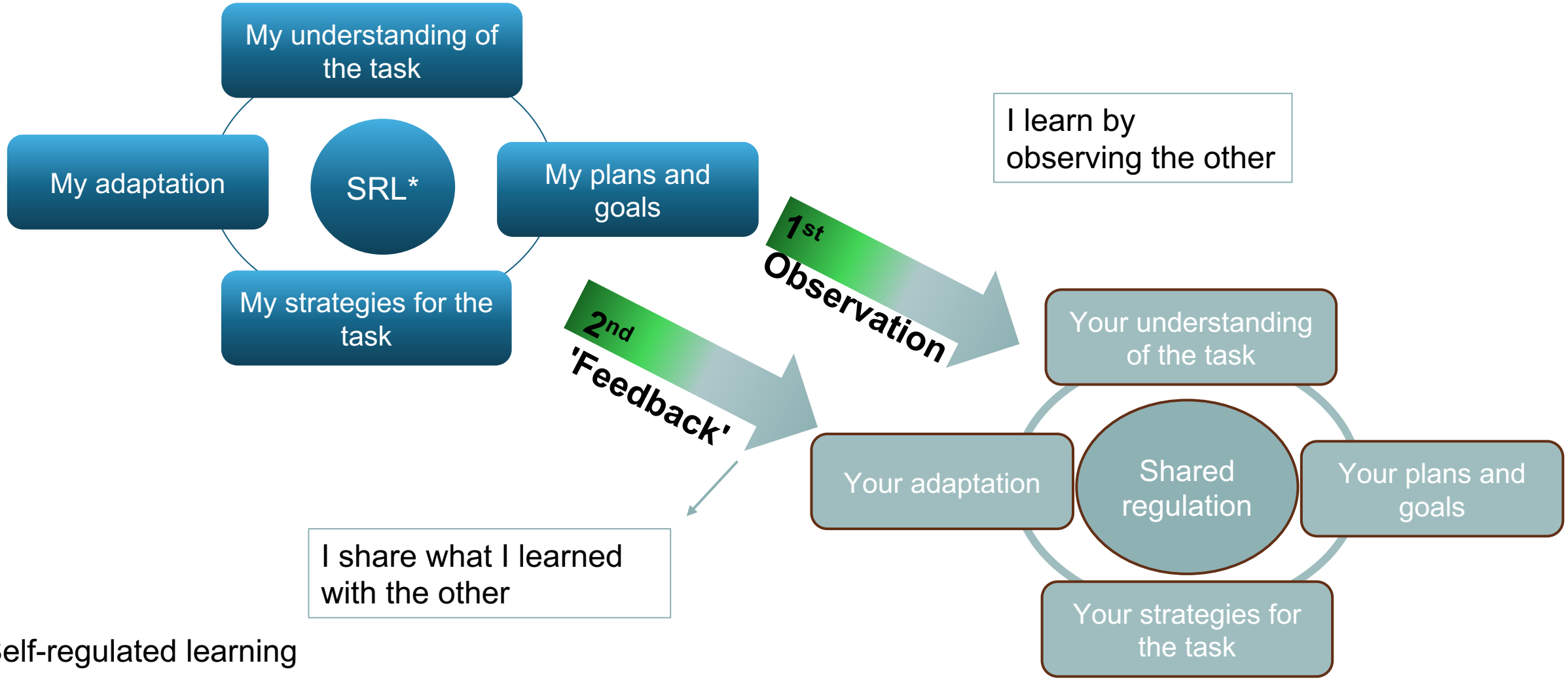
Research design - DBR



Research participants

- 4 School Clusters (ISCED 2 and 3);
- Teachers of various disciplines and students from the 8th grade(ISCED 2) and 10th grade (ISCED 3);
- Each school has at least 4 teachers involved and 2 groups of each grade

WAY model of intervention



*Self-regulated learning

Data collection instruments and data analysis

Quantitative

- Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991; Pintrich, et al., 1993; Duncan & McKeachie,

Qualitative

- Observation and feedback scripts
- Focus groups
- Field notes

Content analysis of thematic nature (Bardin, 2011; Braun & Clark, 2006)

The observation and feedback script

PROJETO WAY | GUIÃO PARA ALUNOS

Escola:
- ☐ AE Camilo Castelo Branco
- ☐ AE Canas de Senhorim
- ☐ AE Ribeirão
- ☐ ES São Pedro

Ano:
- ☐ 8.º
- ☐ 10.º

Turma: _____

Código individual: _____

Data: ___/____/202__

Tipo de curso
- ☐ Científico-Humanístico
- ☐ Técnico-profissional

Disciplina: _____

Tarefa proposta: _____

1. Parece-te que os teus colegas compreenderam o objetivo da tarefa?

☐ TODOS ☐ ALGUNS ☐ NENHUM

2. Durante a execução da tarefa, os teus colegas pediram ajuda?

☐ SIM ☐ NÃO

2.1. Se sim, pediram ajuda a:

☐ UM/UMA COLEGA ☐ AO/À PROFESSOR/A

3. Durante a execução da tarefa, os teus colegas consultaram informação para realizar a tarefa?

☐ SIM ☐ NÃO

Se sim, escolhe todas as opções aplicáveis:
- ☐ MANUAL
- ☐ CADERNO/DOSSIER
- ☐ INTERNET OU SUPORTE DIGITAL
- ☐ OUTROS LIVROS
- ☐ OUTROS RECURSOS (ESCREVE QUAIS): _____

The observation and feedback script

4. Durante a execução da tarefa, os teus colegas manifestaram dificuldades?

☐ SIM ☐ NÃO

Se sim, identifica as dificuldades que observaste:

☐ NA ORGANIZAÇÃO DO GRUPO
☐ NÍVEL ELEVADO DE DIFICULDADE DA TAREFA
☐ GESTÃO DO TEMPO
☐ CAPACIDADE PARA SELECIONAR INFORMAÇÃO RELEVANTE PARA FAZER A TAREFA
☐ PRODUÇÃO DO OBJETO FINAL OU CONCRETIZAÇÃO DA TAREFA

5. Os teus colegas refletiram sobre o que correu mal e/ou bem?

☐ TODOS ☐ ALGUNS ☐ NENHUM

6. Ficaram satisfeitos com a realização da tarefa?

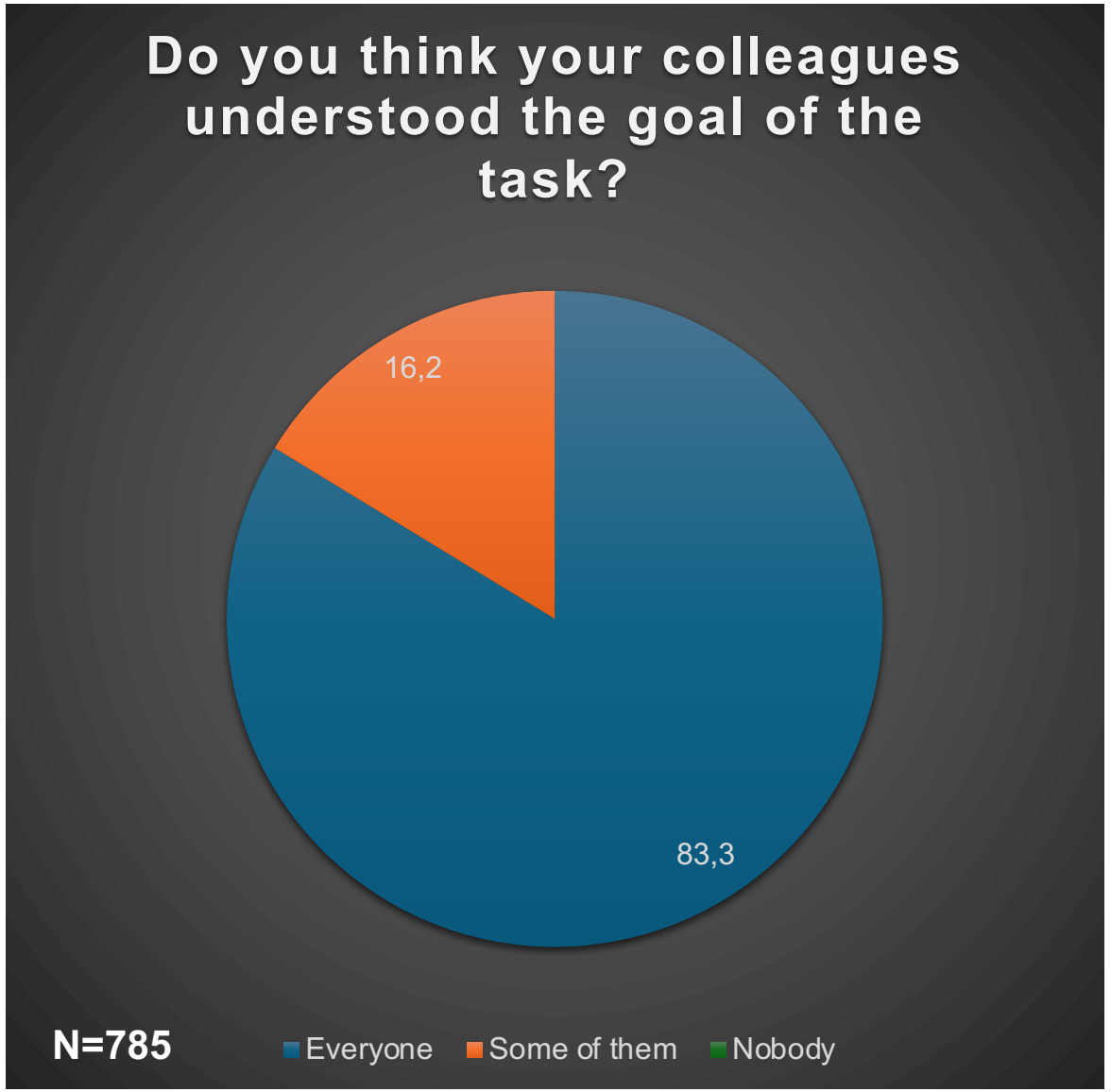
☐ TODOS ☐ ALGUNS ☐ NENHUM

7. O que é que os teus colegas fizeram que **dificultou** a realização da tarefa?

_____

8. O que é que os teus colegas fizeram que **os ajudou** na realização da tarefa?

_____



Initial Results – Observation and feedback scripts

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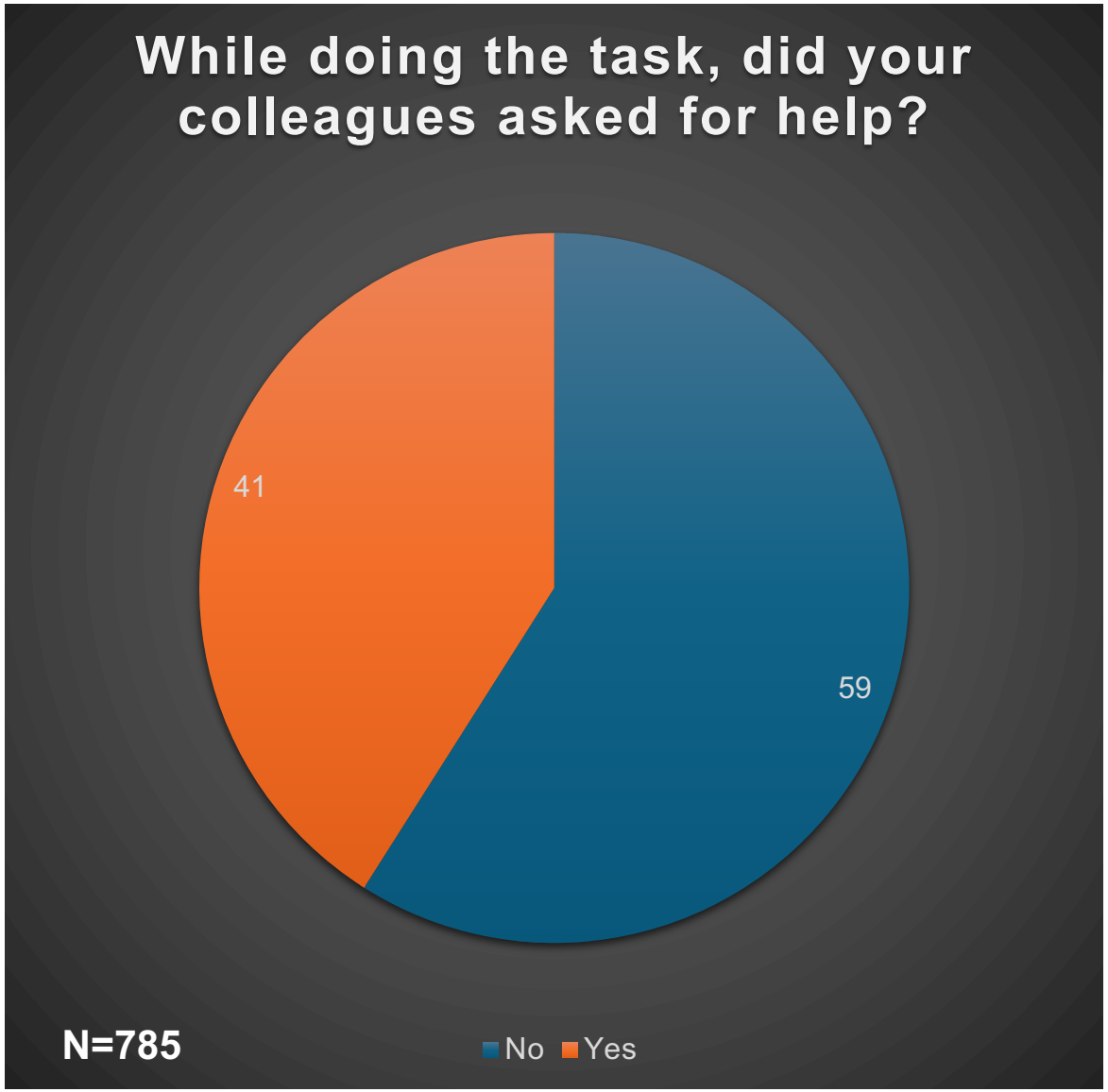

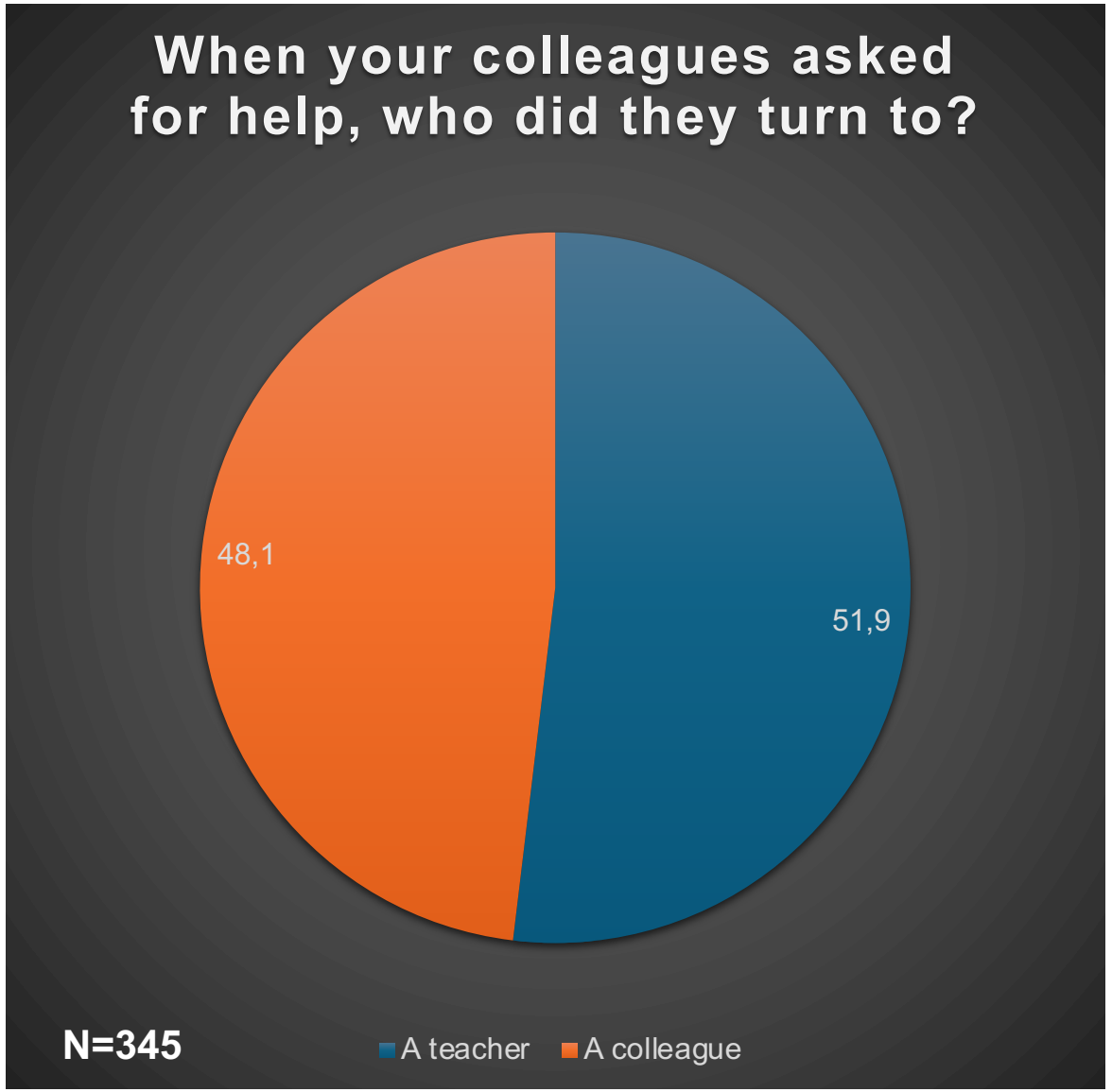

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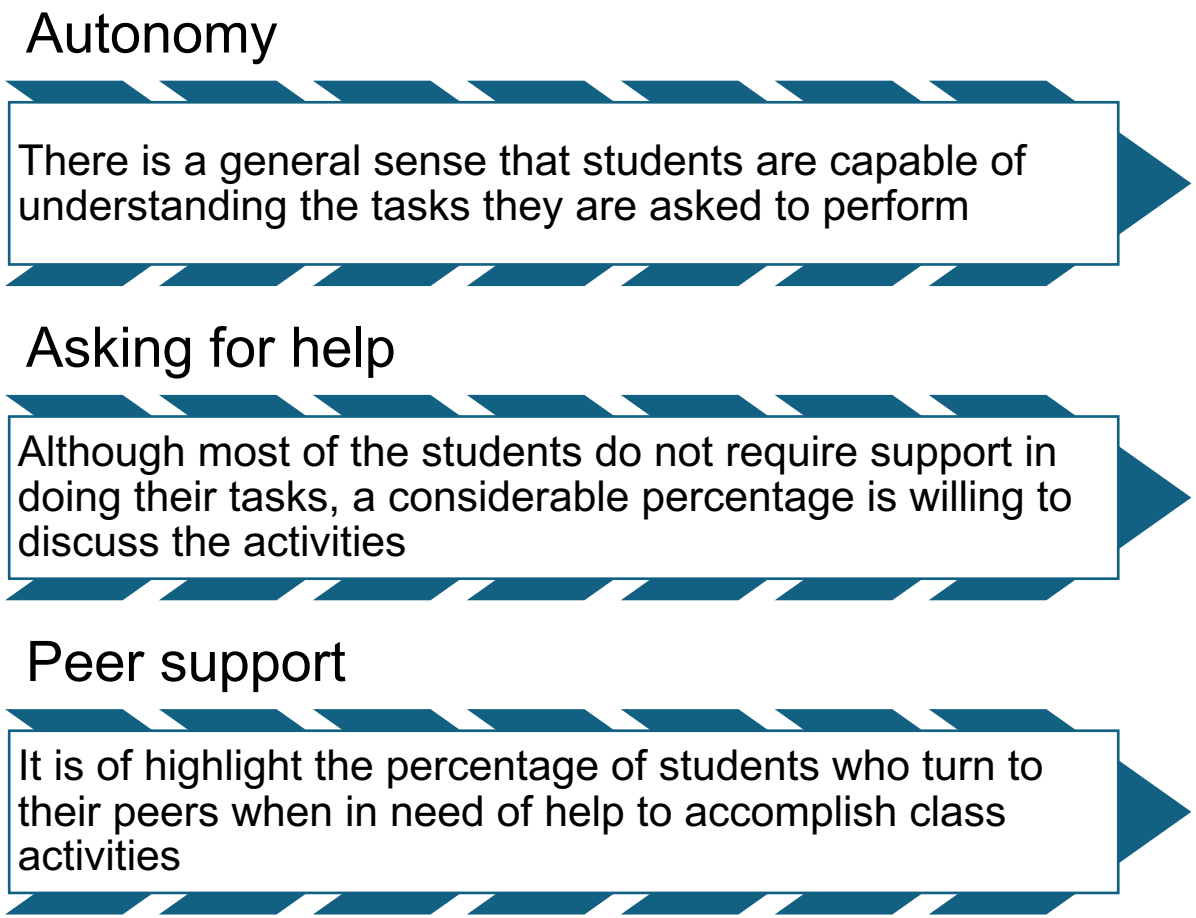


Initial Results – Focus groups

Communication	For example, we learnt (...) to speak more openly with each other, without any sort of embarrassment. I think this was positive. (F, 10th grade, VT)
	I think this activity was great to show us that we we work better in groups than individually, not only regarding the subject itself, but in terms of communication. (F, 10th grade, VT)
	I think it makes us better at communicating with our colleagues, trying to make workflow among us and getting used to doing group work, communicating with each other, explaining our ideas, and passing them ahead. (M, 10th grade, VT)

Initial Results – Focus groups

Effects on learning

(…) we had more freedom to solve our doubts with our colleagues, rather than asking the teacher, so I believe that increased the task resolution rhythm. (F, 10th grade, VT)

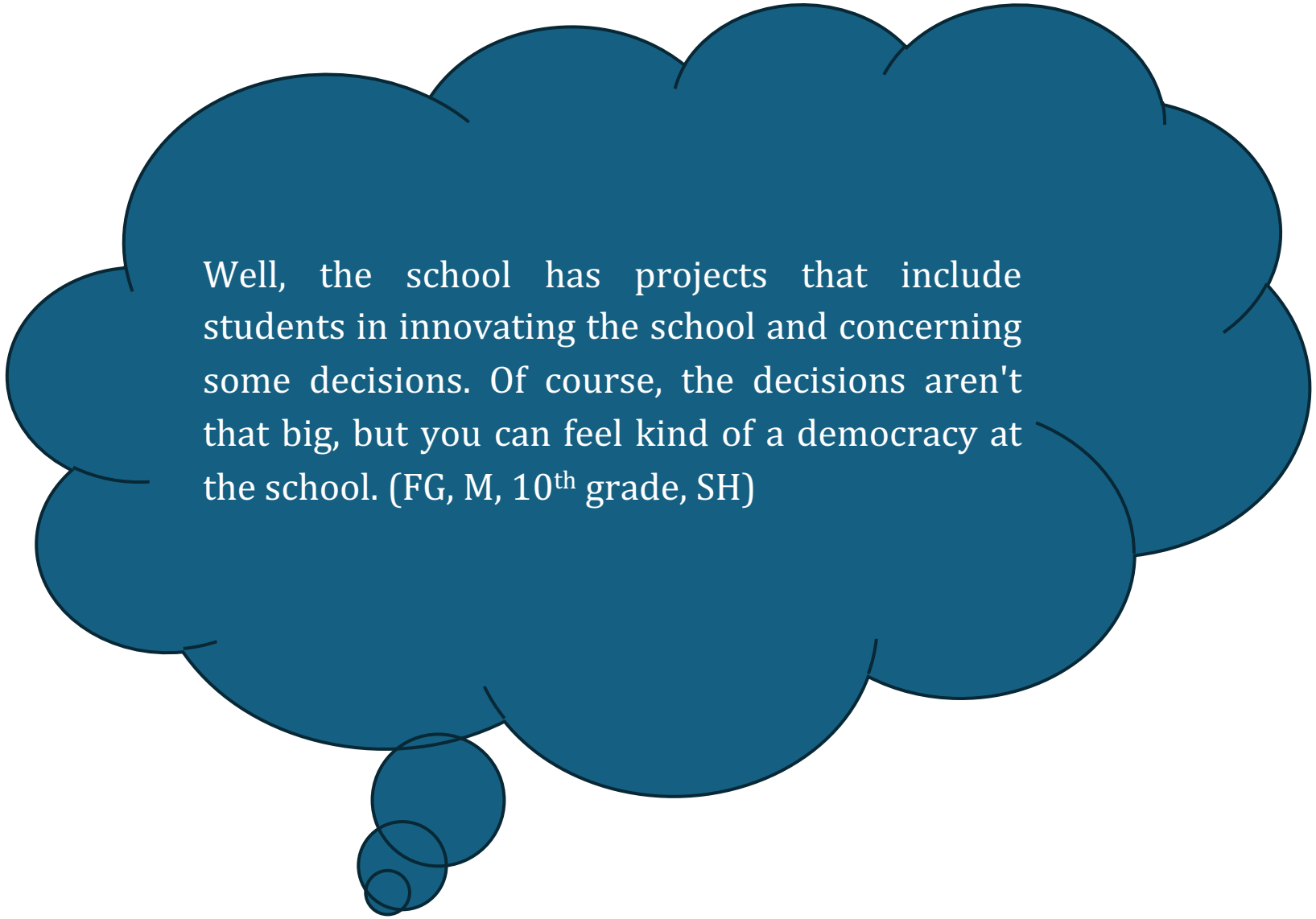
Independently of discussing other topics [during the class], we accomplish the task [by group work], we understand it. And, sometimes, when working alone, if we have a doubt, we do not ask anybody about it, not even the teacher. So, there remains a doubt to be solved. (F, 10th grade, VT)

They [teachers] usually only propose individual work. I think they can realise [by using this methodology] that group work can also be effective. (F, 10th grade, VT)

Initial Results – Focus groups

Self-regulated learning strategies	I think that in most of the questions (…), if we had doubts, we discussed them with each other [in our group], and I think this reflects a lot of the class dynamics because we usually do not ask questions to the teacher. We resolve our doubts more frequently between ourselves than with the teacher's support. (F, 10th grade, VT)
	I think the fact that we help each other is good for us to be able to carry out the exercises and for us to have better communication with each other. (F, 10th grade, VT)
	[The project helped to improve] Our self-evaluation, being able to evaluate how we are and how we can be, if we do this and that (…) in our daily self-evaluation [we noticed a change], how the day went, what we could have done better and such things. (M, 10th grade, SH)

WAY – The dimension of student voice



WAY - About strengthening school democracy

- Promoting SRL seems to improve communication quality both between students and students-teacher;
- SRL benefits from active learning while at the same time promoting it, furthermore, it leads to students' increased autonomy and responsibility;
- Self, shared and co-regulated learning might activate reflection on different strategies/points-of-view, imprinting a sense of voice and participation;
- The sense of authorship, fostered by decision-making at the class level can be a starting point to further participation at the school level. It requires a discussion not only about students' role, but also of other relevant school agents.

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