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The Quest for Self-Regulation:
A Design-Based Approach with Vocational Teachers

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Innovations in Dutch vocational education aim to make education more attractive, inspiring, and challenging for learners by implementing **workplace simulations** (WPS). The implementation, however, requires **pedagogical content knowledge that is lagging behind**.

In this design-based study, education was **redesigned together with vocational teachers** to promote **self-regulation and motivation** of students. First, **learning tasks** were optimised and opportunities for self-regulation activity was integrated. Second, teachers learned how to improve their **feedback** to promote students' self-regulation.

Research questions

❖How can we design **learning tasks** in pre-vocational secondary education to promote self-regulation and motivation of students?

❖To what extent can teachers promote students' self-regulated learning and motivation by providing direct **feedback** on task, process, self-regulation, and self level?

Method

Participants. Three teachers and 66 students (green sector).

Design. Qualitative research with triangulation of data consisting of two interventions.

Process data: design and evaluation sessions with teachers, short evaluations after a WPS lesson, observations.

Outcome data: recordings of feedback, questionnaire, answers on questions in the task.

Time: April - July.

Learning tasks
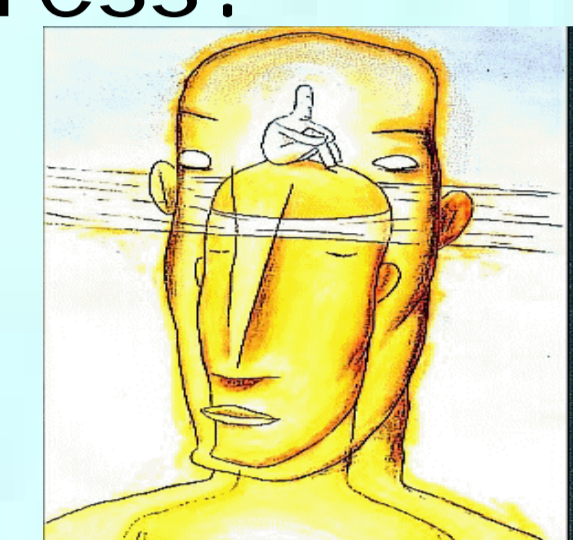

Feedback

Pocket feedback

Aim: Close the gap between current level of performance/understanding and desired level

Effective feedback answers 3 questions:
1. What are the learning goals of the student?
2. What is the progress in relation to the goals?
   - product en process
3. How can you stimulate the progress?

Provide feedback on:
Process level
Self-regulation level

Stimulate learners to explicate how it is going!

Preliminary results and conclusions

❖Study took into account the **needs and wishes** of teachers and students.

❖Teachers **valued the changes** in the learning tasks and in giving feedback.

❖**Support** helped to realise the theoretical ambitions of self-regulation and independent working in WPS better.

❖Promoting self-regulation required **time.** Teachers and students needed to **get used** to the new structure in the learning tasks.

❖Goal setting and assessment criteria made task and requirements **transparent** and became starting point for the evaluation.

❖Changes in the learning task resulted in **less questioning** of students, but without feedback the planning and the reflection are **only superficially answered**.

❖**Feedback** on process and self-regulation level is essential for learners to be **actively involved** in their learning process.

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