

The quest for self-regulation: A design-based approach with vocational teachers

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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

Werkplek: Dierhouderij
 Module: Instructie hanteren kip

1. Werkwijze

Naam leerling: Klas:

Opdracht	Activiteit	Tijd	Stempel
Voorstudie	* Bestudeer de bronnen.	15 min.	Ballemeslewerker

Zelftoets

Werkvoorbereiding

Praktijkopdracht

Eindtoets

Totaal geplande tijd

Competenties

Beoordeling docent: BB / KH / GL

Cijfer:

De kip

Gedragsovermerken

Werkplek: Dierhouderij
 Module: Instructie hanteren kip

Praktijkopdracht

Doel: In deze module maak je kennis met de kippen en leer je deze op de juiste manier hanteren, onderzoeken en verzorgen.

Leerdoelen

Na het bestuderen van deze module:

Beantwoord de volgende vragen:

De praktijkopdracht is

Opdracht 1: Kippen

Wat ging goed en waarom ging dat goed?

Wat ging minder goed en wat heb je toen gedaan?

Waar wil je de volgende keer op letten of anders doen?

Feedback

Pocket feedback

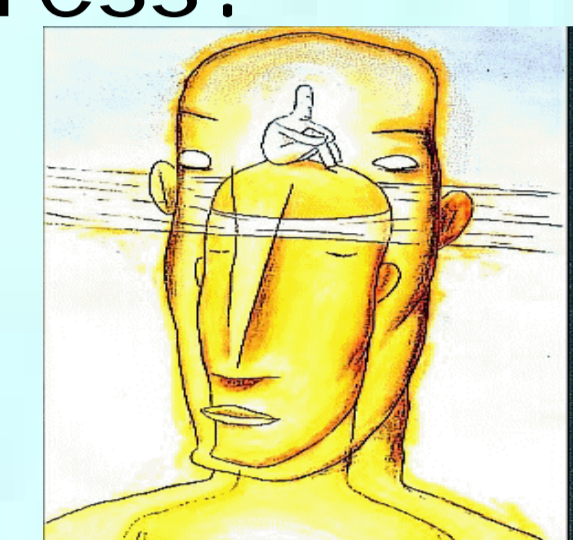
Aim: Close the gap between current level of performance/understanding and desired level

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.