

Action research: **"Does feedback help students take responsibility for their own learning and self-regulate?"**

Introduction

Research context

SHARE (Schools Hub for Action Research in Education).

The Association of Research Teachers of K. Mynbayev №59ML, located in Astana, was established in 2019 to introduce the Action Research methodology in order to improve the pedagogical practice of teachers in the classroom. In the 2024–2025 academic year, the NIS/SHARE association was reorganized in a new format. The school's mission was changed, and the objectives of quality teaching and learning and the implementation of the NIS/SHARE project were included in the school development program for 2024–2029. An agreement was signed within the NIS/SHARE association to work together with Cambridge mentors and NIS schools. This cooperation is aimed at improving the quality of education and developing a research culture. A special "Bestik" group was created to implement the NIS/SHARE project. The group included five people: the school principal, school coordinator and research teachers. During the work, the group members clearly divided their functions among themselves and began to systematically perform tasks. This structure and format of cooperation will allow for the effective implementation of the NIS/SHARE project and contribute to the professional development of the school community.

In the 2024–2025 academic year, teachers were introduced to the goals and objectives of the NIS/SHARE project in ML No. 59. After this introduction, together with the school administration and teachers, we discussed the issue of creating a favorable environment for action research and came to a common decision. The NIS/SHARE research group included 6 groups and 32 group members who were clearly interested in the project, who worked together and worked together. The research work was carried out in 5 research classes. Teachers were grouped according to their preferences according to the classes they taught, and coordinators were assigned to each group. They monitored the phased implementation of the group work.

However, we must not hide the fact that during the implementation of the NIS/SHARE project, we encountered a number of difficulties in involving teachers in the project. The motives of some teachers to participate in the project were related to personal interests rather than the desire for professional development. However, since participation in research projects is now one of the requirements for raising the professional status of a teacher, this attitude has gradually changed.

Factors motivating participation in the project:

Support and recognition of the school administration and colleagues;

Direct participation of the school principal in the project, opening up additional opportunities for career growth and strengthening the position in the school through active participation in the project;

Increased professional status of participation in the NIS/SHARE project when filling out a portfolio for teachers to pass professional certification;

Possibility of a business trip abroad: Within the framework of the Share project, foreign business trips were organized with the funding of the city administration (for example, M.K. Zhakisheva participated in the ECER international conference).

The main condition for the successful implementation of the NIS/SHARE project is the conscious and voluntary participation of project participants, with sincere interest. We also realized that systematic organization of teamwork and the ability to properly plan actions are very important.

What was the research question (focus)?

The main research question in the NIS/SHARE project was **“Does feedback help students take responsibility for their own learning and regulate themselves?”**

The main focus of the study was to determine the impact of feedback on students’ responsibility for learning and their ability to regulate themselves.

The main goal of the study was to improve students’ academic performance and increase the effectiveness of teaching methods. To achieve this goal, the issues of increasing students’ motivation to learn and improving teachers’ teaching methods were considered.

Relevance of the research question:

There are several reasons for choosing this research question:

1. Low interest and motivation of students in education:

During the study, questions arose as to whether insufficient support from parents or a weak school incentive system affects students’ academic performance, or whether the main reason is the lack of feedback from teachers.

2. Students’ lack of responsibility for their own learning:

Problems such as lateness to classes, frequent absences, unprepared arrival, and inability to behave in school were identified.

Research Focus:

The study focused on three main focuses at the school level:

Study of the “problem” child: identifying and supporting students with poor discipline and performance in the classroom.

Study of children’s responsibility: considering ways to increase the level of responsibility in learning.

Study of student attendance and learning activity: analyzing the level of attendance and performance indicators.

The aim of this project was to monitor positive changes in teaching practice and set an example for other teachers. To answer the question of whether it was possible to create such a study at school, the following activities were carried out:

Research team work:

Each group conducted a survey based on the monitoring of the quality of education for the 2023–2024 academic year and identified the study classes (grades 4, 7, 8, 10). The research team worked throughout the year and identified the following issues:

1. Dissatisfaction with assessment:

2. Many students expressed dissatisfaction with the assessments given by subject teachers.

2. Need for clarification of learning objectives:

3. Some teachers did not use convenient tables to facilitate understanding of learning objectives.
4. Teachers' doubts about the quality of assessment:
5. The survey results showed that some teachers also expressed distrust in their own assessments.

Through the implementation of the NIS/SHARE project, concrete steps were taken to increase students' learning responsibility and improve teachers' teaching practices. The project results contributed to improving the quality of teaching in schools.

Findings. Creating an atmosphere of support, care and trust in the classroom.

To change people, you need to love them. Influence on them is proportional to the love for them.

I. Pestalozzi

Several focus group meetings were organized with teachers participating in the NIS/SHARE project. The first focus group was attended by project coordinators and research teachers. The event was attended by 6 group coordinators and 6 research teachers. During the meeting, opinions were exchanged on the progress of the project, challenges and achievements. The second focus group was attended by students from the classes where the research was conducted within the framework of the NIS/SHARE project. The total number of students was more than 10. During the meeting, students shared their experience of participating in the research process and expressed their views.

Focus group discussions were organized on the basis of a semi-structured questionnaire. The following main questions were included in the research task of each focus group:

1. Tell us about your role in the NIS/SHARE project?
2. Do you regularly provide feedback to students during the lesson?
3. What type of feedback do you often use?
4. In your opinion, does feedback increase students' responsibility for their own learning?
5. How do students change their learning process after receiving feedback?
6. What challenges do you encounter in using Action Research?

The focus group meetings allowed us to evaluate the effectiveness of the project and explore the experiences of the participants. Through an analysis of the opinions of teachers and students, it was found that creating an atmosphere of support, care, and trust in the classroom plays an important role.

Questions for students:

1. How did you complete the tasks in today's lesson?
2. How is your lesson changing after receiving feedback from the teacher?

One of the main components of quality teaching is the teacher's management of student behavior in the classroom and creating a positive supportive atmosphere. The most effective tools for collecting Action Research data for effective management of student behavior can be considered monitoring behavior in the classroom and providing feedback.

Within the framework of the NIS/SHARE project, teachers significantly improved their skills in monitoring students. This change allowed them to pay more attention to the interests, needs and problems of children.

Focus group results:

During the focus group meetings, many examples were given of positive changes in student behavior and responsibility in the lesson through the use of Action Research methods.

Example No. 1:

Teacher G. talked about how she organized group work by establishing a positive relationship and friendly atmosphere in the classroom. Initially, one of the teachers drew attention to the failure of teamwork in her class. After sharing the problem with her colleagues, they decided to study the problem together within the framework of the NIS/SHARE project. During the study, it was found that students in the class did not accept each other. Some students even did not greet each other. This was recognized as the main reason for the difficulty in organizing teamwork.

Teachers organized activities aimed at creating a friendly atmosphere in the classroom:

Informal activities outside the classroom (going to the museum, cinema, anti-cafe);

Holding sports events and picnics.

After creating a friendly atmosphere, teachers realized that they should act slowly. They decided that it would be more appropriate to start teamwork immediately, but first prepare through pair work. During the NIS/SHARE project, teachers recorded the pair work on video and noticed positive changes. In their opinion, although the success was not yet 100%, about 50-55% of students successfully completed the pair work.

According to teachers, the main condition for successful organization of group work is creating the right atmosphere in the classroom. A positive and supportive atmosphere significantly contributes to increasing student activity and responsibility.

Focus group 1: Changes in teachers' attitudes

The group coordinators noticed that changes in teachers' attitudes and behaviors also had a positive impact on students' behavior.

Example 2:

Teacher R., one of the group coordinators, shared her experience. She noted how caring for students and respecting their opinions improved classroom communication: "The children noticed that my attitude changed. They began to adopt this behavior model. Even the class began to trust me more. It's great. As I change, they change too." As this example shows, the teacher's desire to improve communication had a positive impact on students' behavior.

One of the important findings of the Action Research studies within the NIS/SHARE project was the understanding of the need to provide feedback to each student in the classroom.

Some teachers noted the difficulty of providing individual attention to each child in a large class (25 students). However, one teacher in her practice stopped focusing only on "good" students and tried to support all children. The teacher emphasized the importance of supporting students, giving them praise, and expressing confidence in their potential. After changing her approach, she noticed that she began to devote more time to students who needed additional support. This change had a positive effect on their performance and self-confidence. According to the teacher, paying attention to each student helps to create an inclusive and stimulating learning environment. She noted that understanding the individual problems of students in the classroom and supporting them can achieve good learning outcomes.

Example #3:

Teacher Z. shared her experience of changing her communication style: “Previously, I would invite parents to school to solve a student’s problem and put the responsibility on them. Now I understand the importance of paying direct attention to the child. The teacher’s direct communication with the student increases the student’s self-confidence and makes them feel important to the teacher. Giving children kind words and support has a positive impact on their development.” The results of the study showed that changing teachers' attitudes and communication styles directly affect the behavior and responsibility of students in the classroom. Teachers' caring and individual attention to each student plays an important role in creating an inclusive environment. This approach increases students' self-confidence and has a positive impact on academic performance.

Example No. 4:

Teacher G.'s experience:

Working with children who need special attention requires a careful and systematic approach. The teacher emphasized that it is important to take a slow, individual approach to each student and gradually introduce changes in the classroom. It was noticed that these methods are most effective when several teachers work together with a child who needs special attention. Joint efforts contributed to the student's active participation in the learning process and improved results.

Last school year, a student with very low reading and writing skills came to Teacher G.'s class. When talking with his mother, he said: "If he doesn't read, then let him not read, don't touch the child." But despite this difficulty, the teacher, together with the subject teachers, began to give the student special tasks. The student was given constant attention and support. At the end of the year, this work bore fruit, and the student mastered reading and writing skills. "This is the result of the teachers' joint and systematic work," concluded Teacher G..

Example No. 5:

R. teacher's experience:

During the research, R. The teacher noticed that the students in the lyceum class showed low results in natural science subjects, but achieved good progress in humanitarian subjects. "I am going to start a study aimed at determining the cause of this problem," said R. teacher.

No. 6 – example: The focus of research is the entire class, but during the work, attention was directed to 3 students: X, N, U.

Research was conducted during this school year. Both educational and extracurricular activities are planned and conducted. I would like to share with you the results of 3 students:

Student X:

At the beginning of the school year, the child was interactive, he could sit quietly in class, he created noise around himself. The rules of the school's internal regulations were violated during the period, and the classes were absent between the periods. He was interested in mixed reviews, although there was potential.

At the end of the school year, X listened attentively to the teacher's lessons and became interested in my lessons. Winner of the Biology Olympiad (school, district, city). Event organizer

On the International Women's Day, after collecting waste paper, participated in a literary composition, devoted to subjects, and a sports relay. Repeated winner of boxing competitions.

Student H: At the beginning of the school year, he was often late, coming to 2, 3 lessons or skipping classes. I studied satisfactorily because there was no systematic preparation for my lessons. It was registered for smoking electronic cigarettes, for petty hooliganism (theft).

At the end of the school year, N began to study hard, did homework, learned rules, and passed texts. He took part in congratulating girls, in a literary composition, in collecting waste paper, in a sports relay. We exclude that the motivation to change was friendship with X, he became more confident in himself.

Student U:

At the beginning of the school year, she often skipped classes and was "silent" in lessons. Motivation to study is low. They tried to attract participation in literary compositions, sports relays, collecting waste paper; she either refused or agreed, but she did not come to the rehearsals or the event itself. Meetings and trainings with the school's psychological and diagnostic service did not produce results. It should be noted that parents reacted indifferently to the comments and requests of the class teacher and subject teachers.

Conclusion: with the same conditions for the class, we see small changes in both the classroom and extracurricular work. Of course, we must accept the fact that not everything has been changed for the better. This means that we need to read literature, share our experience with colleagues, that is, look for new Action Research methods and techniques in teaching.

According to teachers, establishing positive relationships with students and creating a supportive and friendly atmosphere in the classroom is an important factor that directly affects the behavior and progress of students. This approach also gives impetus to the professional development of teachers.

Although many teachers analyzed the course of the lesson and the behavior of students before the project, these analyses were unsystematic and professionally insufficient. Within the framework of the NIS/SHARE project, teachers learned to use Action Research methods and had the opportunity to study their actions professionally and systematically.

Research teachers actively shared their work on studying and meeting the needs of each student at teacher councils, group meetings, and workshops. At the teacher council held at the end of the second quarter, teachers presented their experience to the team and motivated their colleagues.

Joint reflective discussions significantly contributed to the implementation of the project goal. Thus, the goal was defined and experience was exchanged. Teachers' confidence in the project increased, and the value of group collaboration increased. As a result, a research culture was formed to some extent, and a new level of professional development was achieved.

After the session in December 2024, a workshop was organized with research groups. During this event, the level of research and issues encountered were discussed, and future research work was planned.

Working with professional literature

Together with the research teachers, an analysis of the professional literature "Student Engagement in Schools and Classrooms" by Dr. Bethany Morgan was conducted. Each group was asked the following questions and was instructed to answer them while reading the book:

1. What innovative methods can we introduce to increase student activity (involvement, responsibility)?
2. How do we correctly assess and support student activity?

3. How does a trusting relationship between teachers and students affect the level of activity (involvement, responsibility)?
4. What professional support is needed from the teacher to ensure active participation of students in the learning process?
5. What methods help to arouse students' interest in the lesson?

As a result, the research teachers read the book with interest and actively participated in answering questions in groups. They made posters, conducted in-depth analyses, and shared their experiences. However, it was noted that the researchers lacked the desire to systematically read professional literature. In most cases, this was explained by the lack of time and high workload.

The method of analyzing teachers' own practice (Action Research) became the basis for strengthening professional cooperation between school groups. One way to deepen cooperation with colleagues is to regularly conduct research lessons, plan and analyze them together. This allows teachers to better understand the phenomenon they want to study. During the observation of the lesson, attention is paid to the actions of both the teacher and the student.

In addition, a group of five teachers initiated the creation of a platform for the exchange of experience among teachers in order to form a professional community. Training was provided to the research teachers on working with data, developing survey questions, and other methodological issues. Interviews were conducted with teachers and students to gain a deeper understanding of the issues raised in the survey.

What methods were used?

Methods used:

The following methods were used during the study:

Observation: Systematic observation of students' actions during the lesson.

Questionnaire: Used to obtain feedback from students and teachers.

Testing: Conducted to assess learning outcomes.

Personal interviews: Interviews were conducted to gain a deeper understanding of students' and teachers' perspectives.

Data collection and feedback: The research teachers and group coordinators emphasized the importance of collecting students' perspectives in improving classroom management and academic performance.

Data collection and feedback.

The research teams used the Google Forms platform to collect data, as well as conducted focus groups and interviews with parents and surveys.

Focus groups and interviews: These methods were used as effective tools to identify students' problems and assess their participation in the learning process.

Anonymous surveys: Used to assess teachers' pedagogical methods and the quality of lesson organization.

Parent surveys: Conducted to identify general opinions and suggestions regarding students' learning.

The experience of videotaping lessons during the past school year was very useful for teachers. Focus groups were organized with students to analyze the lesson recordings.

Video discussion: Teachers reviewed the lessons, discussed them with students, and listened to their feedback. Students also had the opportunity to see their own actions from an outside perspective and critically examine their classroom activity and behavior.

Teachers' comments: When analyzing the video, teachers concluded: "Children do not notice what we see, and children do not notice what we see." These differences indicated the need to improve pedagogical methods.

Effectiveness of videos:

Increased responsibility: After watching their own actions in the video, students' participation and responsibility increased. Some students noticed their mistakes and became more active in subsequent lessons.

Changes: During the second video recording, teachers noticed that students were more neatly dressed for class and prepared for assignments.

Although teachers recognized the effectiveness of video, lack of time prevented its systematic use. However, the need to use the video analysis method on a regular basis was noted.

Studying students' participation in the learning process through the use of videos allowed teachers to review and improve their methodological approaches. This method increased students' responsibility and aroused interest in the lesson.

Monitoring the lessons of colleagues.

According to the plan, more than 30 lessons were conducted in 6 groups during the year in observation cycles. Although there was already experience in observing colleagues' lessons, the approach to this practice has changed radically within the framework of the NIS/SHARE project. Now teachers have begun to perceive observation lessons as an important part of professional development.

Teachers have learned to work in collaboration with colleagues, understanding the importance of observation lessons and joint research to improve their pedagogical activities. Although at first the presence of observing colleagues in the lesson caused fear, later this fear was replaced by mutual support and exchange of experience. Teachers have learned not to hesitate to ask each other for help. They prepared for observation lessons in advance and jointly developed checklists. These sheets pre-marked aspects that should be paid attention to during the lesson.

Special attention was paid to the actions of students in the focus group, such as answering, completing tasks, communication, and raising hands.

The teacher's voice, attentive listening to the students, memorization of children's names, positive interaction with each student, sincerity and trustworthiness were also monitored.

Example №6 Teacher M.'s experience:

"It was interesting to evaluate my own lesson. Two colleagues attended my lessons and left evaluation sheets. When I looked at the sheet, I noticed a number of gaps in my teaching methods. I probably asked one student 10 times, and some children were completely ignored. After that, I was forced to reconsider my work as a teacher. This experience encouraged me to follow the example of young teachers and develop myself professionally. Sometimes you try to be honorable and even feel ashamed. But it pushes you to improve."

During the observation sessions, a number of difficulties were identified:

1. Misunderstanding of feedback: Some teachers and students underestimated the importance of feedback.
2. Formal approach: Some students perceived feedback as a mere formal comment, rather than a tool for improving their work.
3. Non-application: Although they listened to feedback, students were slow to implement it in practice.
4. Misunderstanding of the meaning of feedback: Students did not perceive feedback as a need to revise or correct their work.
5. Decreased motivation: Some students perceived feedback as criticism, which resulted in decreased motivation to learn.
6. Repeating mistakes: For example, in an essay writing assignment, the teacher gave the student feedback that “You need to clarify your conclusion,” but the student repeated the previous mistake in the next assignment.
7. Lack of authenticity in self-assessment: Some students did not formally evaluate their work and did not conduct a clear analysis.

The practice of observing colleagues' lessons contributed to the professional development of teachers and allowed them to exchange experiences. This method helped teachers to critically examine their own actions and was recognized as an effective way to improve pedagogical skills. However, the issue of correctly understanding and using feedback is still relevant.

According to the research teachers, the main reasons for incorrect use of feedback are as follows:

1. General and unclear provision of feedback.

For feedback to be effective, it must be specific, developmental and guiding. However, in some cases, teachers make general comments such as: “Good”, “Excellent”, “You need to try” and do not give specific instructions. They do not show the student what specific actions he needs to take to improve his work.

2. Feedback is too long or complicated.

Teachers sometimes give long and complicated feedback, which prevents students from understanding it. For example, a teacher may say: “Your creative thinking is well developed, but some areas need to be improved.” However, “Where? How to improve?” Because there is no clear instruction, the student does not understand how to correct the problem.

3. Lack of clear direction.

Feedback should not only point out the error, but also focus on what the student should do next. It is better to focus more on how to correct the student's error, not on the error itself.

The Importance of Feedback

In general, collecting and analyzing opinions and feedback from students helps teachers:

Improve their own methods and increase the effectiveness of the learning process.

Forms a sense of responsibility and self-control in students.

Feedback with students in focus groups and discussion of problematic issues creates an educational space based on openness and mutual understanding.

Strengthens interaction between teachers and students.

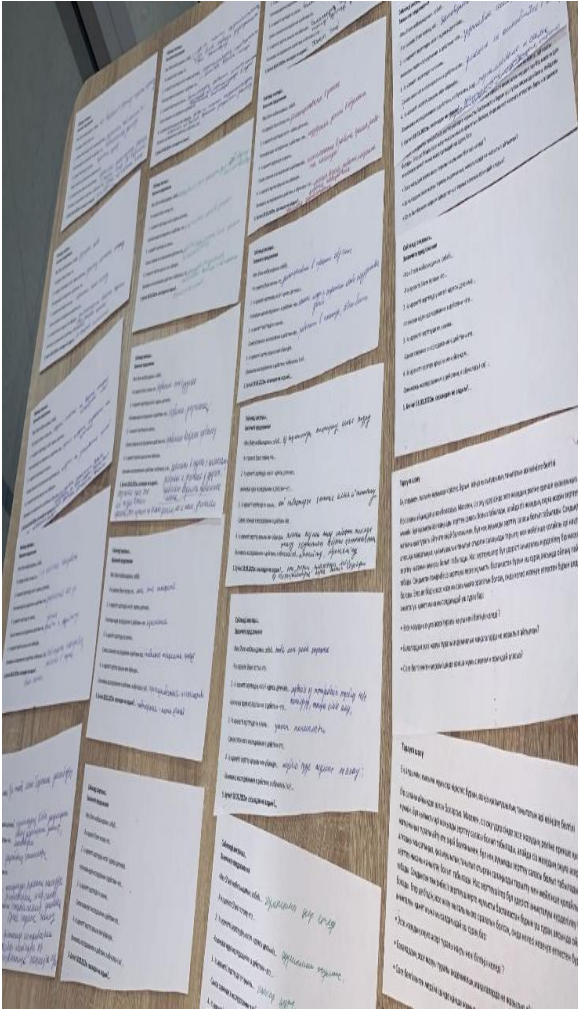
We conclude that such approaches have a positive impact on students' performance and personal development, making the learning process more effective and stimulating.

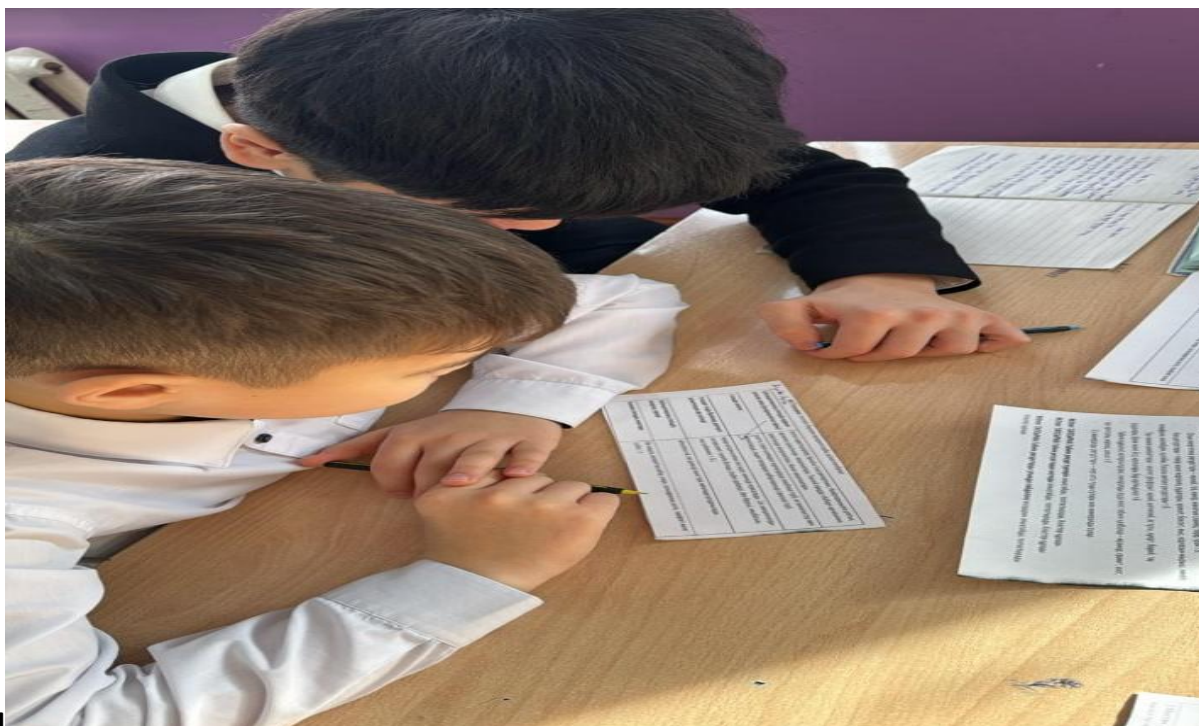
Conclusion

Only a genuine desire for professional growth contributes to the formation of a culture of continuous learning and research among teachers. This process creates conditions for the development of critical thinking, independent search for solutions, and the introduction of new educational technologies. Only if teachers are interested in self-improvement and the introduction of best practices, will they actively use Action Research (AR) studies to analyze and improve the learning process. This commitment contributes to the creation of a vibrant professional community. Teachers, united by common goals and values, are ready to share experiences and support each other through AR research. This creates an optimal environment for the development of professional competence.









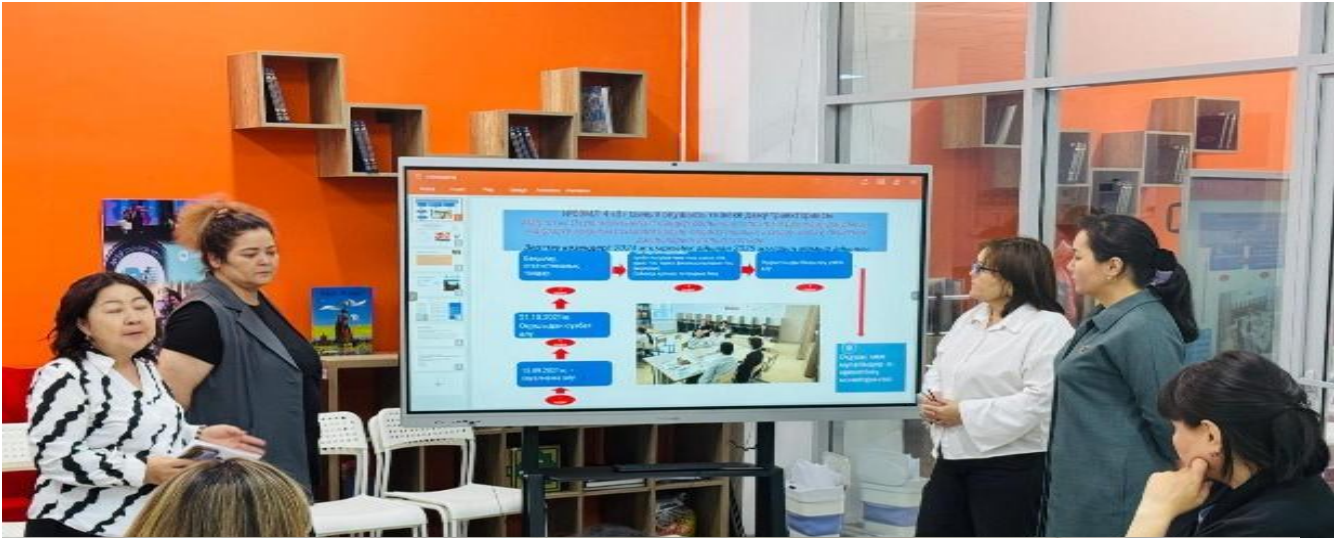
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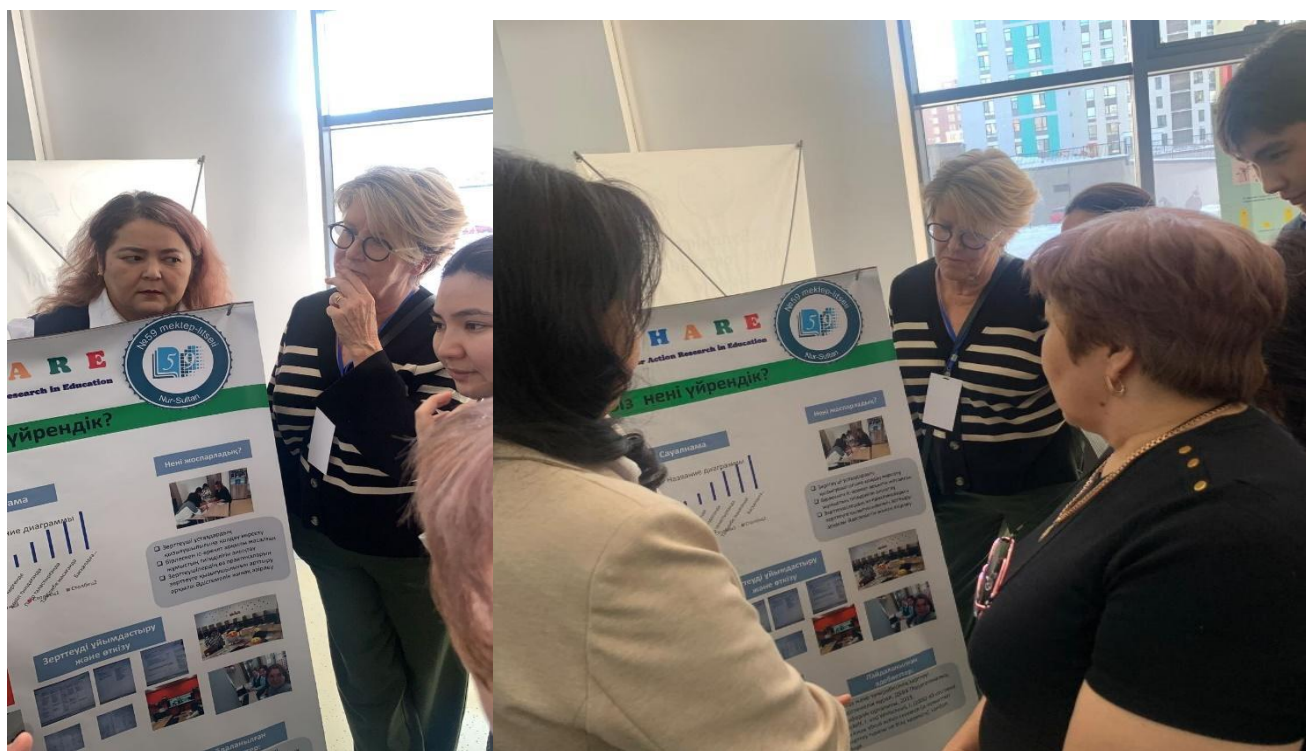




Конференцияға дайындық

Миниконференция 2025





Кейт біздің постерді тыңдады

Бестіктің ақылдасуы

