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Aspects of Intrinsic and Competence Motivation

in the (English) Classroom

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Acknowledgements

Abstract

English
Motivation is the key to engaging students and making them participants in their own learning. One of the central points to keep in mind when teaching is that what is taught in the classroom has to cater to students' needs and be engaging. Another aspect that needs to be taken into consideration is how classroom instruction needs to be adjusted and adapted to how current students assimilate new material. The educational reform that is underway, is changing how learning takes place, the way students view it and interiorize its objectives and ultimately how students partake in their own education.

Català
La motivació és la clau perquè els alumnes vulguin ser còmplices del seu propi aprenentatge. Uns del punts centrals a considerar quan es fa classe és que el que s'ensenya ha de tenir en compte les necessitats dels alumnes i que el contingut ha de ser del seu interès. Un altre aspecte que s'ha de considerar és que avui dia els alumnes assimilen la matèria de manera diferent i, conseqüentment, s'ha d'adequar la manera d'ensenyar. La reforma educativa està canviant com els alumnes aprenen i veuen la classe, els objectius que tenen i com ells mateixos poden ser partícips del seu aprenentatge.

Castellano
La motivación es clave para que los alumnos quieran ser cómplices de su propio aprendizaje. Algunos de los puntos centrales para tener en cuenta al impartir una clase es que lo que se enseña debe reflejar las necesidades de los alumnos y ser de su interés. Otro aspecto que es necesario tener en cuenta es que la manera en la que los alumnos asimilan la materia ha cambiado y la manera que enseñamos debe reflejar esto. La reforma educativa está cambiando la manera en que los alumnos aprenden y ven la clase, los objetivos que tienen y cómo ellos mismos pueden ser partícipes de su propio aprendizaje.

Key words

English
intrinsic motivation, competence motivation, self-efficacy, interiorization, task value, goal orientation

Català
motivació intrínseca, motivació competencial, autoeficàcia, interiorització, vàlua de tasca, i disposició per fer la tasca

Castellano
motivación intrínseca, motivación competencial, autoeficacia, interiorización, valúa de tasca y disposición para hacer la tasca

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1. Introduction

1.1. General Introduction

This document is research for the Masters' Dissertation for the *Formació de Rt q h g u u q t c v " f ø Gf w e c e k » " U g e w p f « t k c " Q d n k i c v ¼ t Gp u g p { c o g p v " f ø K f k q o* at the Universitat Autònoma de Barcelona (UAB) during the 2019-2020 academic year.

Teaching is a fascinating field I have been a member of for 31 years. During these years of contact with students, I have observed how students respond to different teaching styles, practices and environments and valued their relative degree of success on students. There are innumerous factors that determine if a student learns, but from my experience, I have found student predisposition in the classroom to be vital.

To learn, intrinsic motivation needs to be present. In making this statement, however, I in no way want to downplay the many other important and complex components of teaching and types of motivation that should be considered in a classroom. Fomenting students' intrinsic motivation is of utmost importance when designing a class. I want to discover more ways to create, foster and nurture student curiosity, willingness and desire for what is going on in the classroom.

The theoretical classes done at the UAB have been focused on promoting innovative teaching and the Practicum the place where the theories were applied. The school where the Practicum was done was the ideal place to implement these cutting-edge methods as the school itself is one of the avant-garde project-based schools in Catalonia. The UAB classes and the Practicum have been an ideal place for my professional development.

1.2. Main purpose

I have three main objectives. The first is to observe if the activities planned for the students fomented their intrinsic behavior. The second to observe how group dynamics in project-based classes plays a role in student behavior and preference for an activity. The third is to see if the educational reforms have affected in some way students' competence motivation, i.e. the reasons why students want to perform well. These objectives all coincide with the end goal that is my desire to be the best professional I can.

Due to the circumstances brought about by the present Covid-19 pandemic, there was a reduction in the amount of data collected and fewer types of activities could enter into the

evaluation. Nevertheless, definite conclusions and distinct tendencies regarding intrinsic and group dynamics are made.

The last of my three objectives was to collect what reasons students gave for competence motivation. This was not possible because the final task could not be completed in class and data was not collected. Consequently, I modified this third objective and now the third objective is to observe the presence of internalization of the tasks by the students. Internalization of a task by students is always rewarding for a teacher and if students internalize a task, an internal driving force for completion is created. This presence of internalization by the students and the link internalization has with intrinsic motivation could indicate why students want to excel in the task they need to complete.

1.3. Broader objective

To prepare students for their future, teachers and the educational system need to be kept up-to-date. As the professionals that they are, teachers need to constantly innovate and keep abreast of what is happening in their field. Innovation is accomplished by doing research and research is fundamental if an in-depth reform is to be carried out. Therefore, professional development is essential for a teacher and this type of Masters' Degree that combines theory and practical in-the-field, hands-on experience of theory is essential for teachers. This Masters serves as a bridge between educational academic theory and the real classroom and is an excellent preparation for teachers.

In addition, I would like to add how valuable it has been -even for an experienced teacher- to have a Practicum mentor to share doubts with, get advice from and see the everyday way of dealing with classroom situations in such a professional way. This valuable experience, that would not have been possible without this Masters' program, has added perspective and given me a more in-depth knowledge of the classroom.

1.4. Driving Questions

- How can we enhance students' intrinsic motivation in the classroom?
- How has education's new focus on evaluation changed students' competence motivation and internalization of material?

2. Theoretical Framework

2.1. Focusing in on the Research Subject

Motivation and specifically intrinsic motivation have an immense impact on the predisposition to learning, so its presence and promotion are vital in education. Society and the way people interact, live and work are in continuous transformation. Our educational system that seemed to be reluctant to change, is now recognizing the importance of doing so. The traditional "one for all" model is no longer accepted. The pedagogical method previously enforced, which relied strongly on memorization and appeared to prize students solely on their test scores has become obsolete and is therefore being removed. In 2009, Catalonia passed the *Nng k " 3 4 1 4 2 2 ; . " f g n ".* In Article 21', it states that students are the *w e c e k »* protagonists. The *Universal Design for Learning (UDL), Disseny Universal per a n ø C r t g p g p v* which establishes the Student as a unique individual with diverse needs that have to be addressed, is considered the model of reference. The DUA is the foundation on which the educational institution needs to stand, it will diminish the width of or altogether eliminate the cracks that students might fall through. The *Decret llei 187/2015,* provides us with a guide that is adaptable to our day and age.

In addition, *The Nature of Learning: Using Research to Inspire Practice* edited by Istance & Benavidas (2010) includes the seven principles of learning and is considered a prescriptive handbook for teachers. This belated importance of the students as the players and the true protagonists of the story is welcoming and the aforementioned changes in the curriculum and legal rights of students are a gust of fresh air that has entered the classroom.

As a result, the concept of what the classroom is, who belongs there, and what should be done there has changed. Coll et al., (2010) study how people learn and how we can help them learn, and this is an important shift in how teaching is approached. This reform is further spelled out by Jones & Kahn (2017), who point out that a more holistic approach to education is needed "the fundamental nature of social and emotional competencies as essential to all learning" (p. 6).

This reform comes with a change in the type of activities and how these activities need to be carried out in the classroom. Maehr & Midgley (1991) reflect on work by (Ames & Archer, 1988; Maehr, 1991) and say that:

a task focus is likely to develop when students are involved in choice and decision making; there are opportunities for peer interaction and cooperation; grouping is based

on interest and needs; and success is defined in terms of effort, progress, and improvement. (p. 404)

2.2. Necessity for Intrinsic Motivation

The necessity for students to see why they need to learn something needs to be promoted in every way possible. Tasks or objectives need to be interiorized by the students. Students need to accept the challenge exposed to them and make it their own. A student should say: "It's not the teacher who is asking me to find five ways to reduce energy consumption in the classroom, it's me who wants to do it."

Printrich (1999) makes a very in-depth, thorough analysis of the relationship between motivation and self-regulated learning. He identifies three aspects that are involved; a) those of self-efficacy (the belief in your own ability to do the task) b) task value (interest in and value of the task) and c) goal orientation (mastery of task, grades, etc.). The conclusions reached by Printrich (1999) are that value beliefs positively influence self-regulated learning and students who see what they do in class as something which is useful, interesting and important use self-regulatory strategies. Hence, we can see the importance of modelling classes to be useful, interesting and important for our students and the need to make them active participants in their learning.

In our Masters' classes we were told that in classrooms we are now finding--or should be implementing-- a focus on group work, collaboration and task and project-based learning. With this change, now more than ever, self-efficacy, task value and goal orientation are of importance. Teachers need to look for topics to trigger students' individual interests as students who are engaged in the topic are likely to perform better. Renninger (2000) mentions Lepper (1985) and the identification of three conceptualizations of intrinsic motivation that focus on: problem solving (e.g. mastery motivation), information processing (e.g. complexity) and control (e.g. choice, autonomy).

The relevance the topic has for students, how the lesson material is presented, and the school's educational focus are three main factors that will be examined. Their importance in enhancing student involvement in the classroom will be developed in the next sections.

2.2.1. The relevance of topic for students

Engaging class content is of vital importance to students, it is one of the first ways to enhance motivation. This view is very much in line with many other educators. If we want

learning to take place, students need to see relevance in the activities they do, as Coll et al., (2010) observe in reference to previous research (Coll, 1988; Solé, 1993).

As a consequence, classroom content needs to be both engaging and useful. As an educator for the past 31 years I have at many times thought about the usefulness of what I was teaching. I often think that students are not given "practical" instruction. For me, students need to be taught "life skills" that will permit them to solve problems and more resolutely carry on later in life. Prajapati, Sharma & Sharma (2017) stress this point and claim "life skills education bridges the gap between basic functioning and abilities. It strengthens the ability of an individual to meet the needs and demands of the present society, and helps in dealing with issues in a practical manner" (p. 1).

Our everyday changing world may leave gaps in youth's education, so I coincide wholeheartedly with Cassidy, Franco & Meo (2018) that state:

> Concepts like communication skills, goal setting, how to prepare a meal, budgeting, and time management are often expected to be 'picked up along the way' as students grow up. However, today's constantly evolving 'home life' structure, means many of our students lack a support system at home to teach the life skills necessary to thrive after graduation. (p. 34)

Credit debt, unhealthy habits and "misinformation" is rampant even though everyone is connected, so there seem to be important gaps in people's knowledge. Knowing how to "perform" in life is essential and necessary for an informed and healthy society. This knowledge needs to be acquired so if people are not receiving it at "home", it needs to be taught at school. Being prepared for life implies a person who can make smart choices in home economics, who knows the basics of cooking in order to prepare a healthy meal, and who has developed critical thinking to avoid making "bad" choices. .

2.2.2. Presentation of Material

Another important aspect to consider is that nowadays activities need to be presented differently to maintain student motivation. Anyone who has been in the classroom has seen how students have changed substantially in the last years. The number of pupils diagnosed with Attention deficit hyperactivity disorder (ADHD) is on the increase: 191,7% in girls and 110,7% in boys during 2008-2015, according to the Observatori del Sistema de Salut de Catalunya (OSSC). I know that figures regarding ADHD are under scrutiny. Are students being over-diagnosed and over-medicated? Is there a consensus on the guidelines by which diagnoses are

made? Several journal article titles seem to suggest these conflicting views: Mota-Castillo, (2007) Th*e crisis of overdiagnosed ADHD in children and Taylor, (2017) Attention deficit hyperactivity disorder: Overdiagnosed or diagnoses missed?*

The debate regarding overdiagnosis or misdiagnosis is not one I want to get into although for me, it should be addressed. I would like to call attention to the fact of how student attention spans have decreased. I am not alone in my affirmation regarding this widespread phenomenon and how its effects influence how lessons need to be planned. The conclusions reached by Mizuno, Tanaka, Fukuda, Imai-Matsumura, & Watanabe (2011) are: "decreases in short-term memory or working memory capacity and story comprehension during divided attention processing are significantly correlated with the prevalence of decrease in intrinsic academic motivation among 7th-, 8th-, and 9th-grade students" (p. 9).

The adolescents of today have grown up in the digital age and this has changed how they take in material and process it. Modi, Joshi, & Narayanakurupa (2018) state the work of Young (2011):

> The arrival of television influenced that attention by offering visual stimuli, fragmented attention, and little need for imagination. The internet further intensified this development and creates a new environment in which distraction is the norm, consistent attention is impossible, imagination is unnecessary, and memory is inhibited. (p. 34)

Is the picture grim? I partake of the opinion that it is just different. And again, as mentioned earlier, I need to state that this is neither the time nor the place to broach yet another debatable issue, but I would like to express my opinion regarding the conclusions we can make. From my experience, today's youth expect to be "sold" a product. If the lesson or class is not "what they expect", they tend to "tune out" and not pay attention. Often, students actually even expect to be entertained. While a teacher should make their lessons attractive, enticing and luring, the role teachers should not slip into is that of a time-filling entertainer.

With this paradigm of how to act in the classroom, teachers need to take on that role of "selling" their product (i.e. the curriculum or lesson) to their students. They need to make learning "attractive" and "manageable". For example, the reasoning and organization they are going to need to convince the town hall to build that skate park, is the reasoning and organization they are using in that argumentative essay. It is the approach or incentive used that gets students involved and nowadays teenagers need that enticement more than ever.

This leads me to the last point I wanted to make regarding intrinsic motivation and that is the role of the schools in motivation. In the ever-changing world we live in, critical thinking, adaptability and skills are what students will need. During my Practicum I heard a professor

say, "they [students] don't really know what they will be needing later on in life, it's our [educators] job is to guide them." I agree wholeheartedly with this statement. What role should schools have to increase motivation?

2.2.3. The School's Educational Environment and Opt

Do our schools prepare students for their future? And, as teachers, how can we make our students better prepared? These are two important questions to which we need to find answers. Lately, the benefits of widely imposed standardized testing and traditional methods of classroom teaching are being challenged. Meyer & Wurdinger (2016) state: "There is a problem with basing student achievement and skills solely on quantitative standardized assessments that by their very nature are limited in their ability to measure beyond rote memorization and basic skills" (p. 94).

But beyond determining where and what a student will be able to study, does standardized testing reflect knowledge that is really valuable for the student? Will these scores be indicative of how well a physician will manage in a hospital, where complex issues of making clinical diagnoses, working in teams to treat and deal with patients are the order of the day? Later in life, regardless of their field of work, be it in a laboratory, production line or on the sales floor, students need to have acquired communication and social skills, they need to know how to be part of a team, and how to deal with setbacks in a productive way. If these skills are not worked on, they will not be developed. As Ravitz (2008) states: "Recent interest has developed from the recognition that students are not being prepared for productive lives in the workforce and society by traditional instruction" (p. 2).

If we as educators want to promote critical thinking, autonomy, and harmonious coexistence, the way we run our classrooms needs to mirror the situations these students will find after finishing their schooling as much as possible. In this sense, a school that works by projects provides students with the means by which they can acquire the skills that they will later need in life. Meyer & Wurdinger (2016) go into a detailed description of how project-based schools enhance those 21st century skills that students will need in the future:

> Project-based learning is a constructivist-based instructional approach that uses "projects" to engage learning, encourage student motivation, and provide a method for explaining and demonstrating understanding (Barron & Darling-Hammond, 2008;

Savery, 2006). According to Trilling and Hood (1999) and Wurdinger and Qureshi (2015) project-based learning also promotes not only academic rigor, but life skills such as communication, critical thinking, and collaboration. (p. 93)

It is absolutely necessary to be able to get along with others and this goes from one's neighbors, to workmates, down to one's partner. A school should be the place where children have the opportunity to: learn how to listen, practice working out difficulties with others, and learn negotiating skills. This is especially important for children who do not have the opportunity to learn this at home. When teenagers leave obligatory school, they should have self-confidence and know how to speak for themselves and how to express themselves. This does not come without practice. If our youth know how to act, they will be adequately prepared for life and be better able to manage the obstacles they will find. Meyer & Wurdinger (2016) further state that:

Some research suggests that project-based learning develops students' higher-level thinking in areas such as problem-solving skills, planning, and self-monitoring (Brown & Campione, 1996). Students become proficient in transferring conceptual ideas throughout various learning situations (Brown & Campione, 1996; Scardamalia & Bereiter, 1991). According to Katz & Chard (1989), there are positive effects to students' self-esteem and dispositions. (p. 93)

Consequently, project-based classes make sense because as Meyer & Wurdinger (2016) state: "According to the Buck Institute for Education (2002), project-based learning helps students master both content and process. It emphasizes real-world skills, integrates various disciplines, and meets the needs of a wide range of learning styles" (p. 94). As a result, it seems beneficial to foster the implementation of this type of teaching.

Autonomy is another aspect of project-based teaching that has been mentioned earlier as being an important characteristic that students need to develop. There are studies that provide evidence for the fact that if students are more autonomous, they are more engaged in their work. (Reeve, Jang, Carell, Jeon, & Barch, 2004). In addition, Schunk & Pajares (2005) point out what Bandura (1997) says: "Schools with a strong sense of collective efficacy exercise empowering and vitalizing influences on their constituents, and these effects are palpable and in evidence" (p. 100).

During our first practicum we gave our students a questionnaire where one of the questions was if they thought that what they were doing in class would be useful for them later on. (see Appendix I) Students overwhelmingly answered positively to this question. This school is doing its job.

2.3. Competence Motivation

The presence of engaging material and activities and the use of methodologies that enhance autonomy and critical thinking should in turn change students' perception of the classroom and their role in their learning process. In my Practicum during a project-based activity, I witnessed students urging their classmates "to stop slacking. If not, they were all going to look bad". This team autoregulation is perhaps much more effective than a teacher-student warning. This type of behavior by the students is relieving, as the teacher's role is not seen as that of a "police officer" and the teacher's efforts can be dedicated to other tasks that need to be carried out. With this example, I want to point out the shift in how order is maintained in the classroom. In the UAB classes we were told that rules are gone over and many times agreed upon with the students. As a result, maintaining order is not purely a teacher's job, it belongs to the group and the individual as well.

This way of focusing proper conduct, its internalization by the students, is the approach that needs to be taken toward excellence. A modern-day reason for excellence should not be the desire to get a higher numerical grade on an exam. This current new approach to grading is discussed by Santmartí (2020) who reflects upon the needed changes in age-old ideas regarding assessment. Extrinsic factors, such as performing well for others (e.g. parents) or as a result of other social factors (such as saving face) should not be as influential in the process of goal achievement as they have been in the past.

Urdan & Turner (2005) do an in-depth study about competence motivation. They point out that competence motivation implies regard for mastery. This objective to demonstrate competence is influenced by the teacher's beliefs, emotions and expectations. In addition, they indicate that perceived support for autonomy was related to a higher degree of mastery motivation as well as intrinsic motivation, perceived competence and self-esteem. But they express the overlap of motivational approaches in promoting competence motivation. Again, we find autonomy to be an important factor in having students take the reins of their own learning and make it a driving force for goal internalization. Koestner, Powers, Milyavskaya, Carbonneau, & Hope (2015) make the following point which is based on the work of many researchers:

Research across a variety of goal domains has repeatedly demonstrated that autonomy support and autonomous self-regulation are related to greater persistence in the face of adversity, better learning, superior task performance, more effective coping, better health outcomes, and better goal functioning (Deci & Ryan, 2000; Gorin et al., 2014;

Koestner et al., 2012; Powers, Koestner, & Gorin, 2008; Williams, Gagné, Ryan, & Deci, 2002; Williams, Grow, Freedman, Ryan, & Deci,1996). (p. 180)

In *Handbook on self-determination research,* Deci & Ryan (2002) expand on why autonomously motivated students thrive, and why students benefit when teachers support their autonomy. Another factor that influences the internalization of goals derives in part from the student's sense of self-efficacy and the belief in their ability to do a task. As Schunk & Pajares (2005) state:

> Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations (Pajares, 1996b; Schunk, 1995). The higher the sense of efficacy, the greater the effort, persistence, and resilience (Bandura, 1997). (p. 87)

And as Schunk & Pajares (2005) later state: "There is ample empirical evidence showing that self-efficacy relates to and influences numerous academic outcomes" (p. 92).

This reform in the classroom will surely bring about a change in student predisposition towards what they are doing in the classroom. If teachers and the educational system can transform the classroom into a dynamic, interesting and meaningful place, student attitudes will evolve. Maulana, Openakker, Stroet & Bosker (2013) state how:

> learning environments play a significant role in determining early adolescents' inner nature of motivation for learning. Students' self-determined motivation tend to be enhanced when their satisfaction of three basic psychological needs including the need for autonomy, competence and relatedness are adequately met (e.g., Goodenow 1993; Ryan and Deci 2000; Ryan et al. 1994). (p. 1348)

There is ample research backing the concept that mastery is enhanced when intrinsic motivation is present, autonomous learning is fomented and self-efficacy promoted. Making these issues the pillars the class stands on is sure to change student's perception of why they should act and go about completing class activities. Studying how these reforms change students' drive for excellence is an interesting topic that will require further research.

3. Methodology

3.1. Goals

According to the literature and opinions expressed in the theoretical framework, if students find the topic and approach to presenting it interesting, if the task is doable for them, and if they identify with the end results, they will become engaged in the task. My hypothesis is that if students are given tasks that comply with these characteristics, engagement will be high, students will enjoy the activity and learning will be interiorized.

The objectives of this research are as follows:

- Objective one: apply specific tasks to enhance intrinsic motivation
- Objective two: observe the influence of group dynamic on students
- Objective three: identify the presence of internalization

This research sets out to corroborate what many researchers have stated regarding intrinsic motivation.

3.2. Limits & Limitations

The topic of intrinsic motivation has been extensively studied with larger groups, lengthier studies and experienced researchers. It is, however, important for lay teachers to engage in research even if it is on a small scale to see how theory and practice should be applied and in this way create rigorous and useful feedback about their teaching on a daily basis.

In regard to the observation of class group dynamics, the observations made in this paper were for students in a project-based school. A more thorough study would contrast how students that are not in project-based classes responded to the same lesson plan and what group dynamics these students exhibit. This was not possible as this paper only included one type of research group.

In this particular study, due to the specific unfortunate situation stated at the beginning of the paper, the amount of data collection was reduced. In addition, observations regarding the final outcome of the lesson plan could not be made because of the interruption of classes. The collection of data during the online Practicum was discarded as there were many activities students had to complete for other subjects and carrying out questionnaires and asking students for more of their time would have been an additional burden for them.

3.3. Methodological approach

The approach used to carry out this study is Action-Research based, as the lessons specifically contain characteristics that enhance motivation and I want to observe if motivation is present. Quantitative analysis is used to make conclusions regarding the amount of participation that is observed and how students like or dislike the activity. Qualitative reflection is used when interpreting class dynamics, student perception of learning and the presence of internalization.

3.4. Methods

3.4.1. Context of Data Collection

The data will be taken from the observations carried out during the following activities or specific components of the lesson plan:

- **Short video of nurse**: This was a video where the students' school nurse and the town CAP pediatrician spoke to them in a video and students filled out a worksheet. The activity was teacher-student and student-student centered.

- **Graphs about questionnaire**: This was a graph made from a student questionnaire they had completed a few months earlier. Students had to answer questions about it. The activity was teacher-student and student-student centered.

- **Introduction of final task**: The specific component of the lesson where students were told about the task they were going to complete which was that students had to make pledges/promises about their bad habits and try to overcome them. The activity was teacher-student centered.

-**Group description of picture**: In this activity students worked in groups to describe a picture and together gave a short presentation to the class about the picture.

-**Reflecting on Bad Habits**:

Part A Students writing bad habits: Here the activity consisted in students individually writing three bad habits they had in five areas (health diet, technology, hygiene, sports & resting)

Part B Students speaking about bad habits: In this activity, students had to get in pairs or threes and talk about the bad habits they had written.

3.4.2. Data Description, Collection & Storage

Data was collected and carried out by two teachers/co-teachers and the Institute mentor. The students participating in the research project are all the classes of 1st of ESO in the

Institute. They are groups A, B & C, consisting of 86 students. Data collection took place during English classes unless the activity was peer-observation, in which case, data was collected from student's responses to a task on their digital platform. Data was collected through a series of questionnaires, teacher/co-teacher observations, mentor observations and teacher-student interviews. Paper and digital platforms were employed.

Data collection was carried out in five parts:

Part 1   Teacher and co-teacher observations of students' response.

Part 2   Student questionnaire to be filled out on paper and handed in.

Part 3   Student interview conducted by teacher and/or co-teacher.

Part 4   General Class observation by mentor.

Part 5   Peer and self-observations questions from digital platforms.

The observations made by the mentor could be made when the teachers/co-teachers were in action, consequently adding a different temporal reference point with respect to when this data was collected and corroborating the data collection process done by the teachers. I was responsible for preparing the photocopies and making sure students understood the questions and the procedure to follow in collecting the student questionnaires. The online data was collected from students' Classroom. I noted comments regarding observations made by the two teachers/co-teachers and the mentor who sat and made reflections with us after sessions were completed. More details regarding data collection and specific rubrics of data collection questions, questionnaires and observation grids can be found in Appendix II.

3.4.3. Criteria Process of Analysis & Data Selection

Content analysis and classification will be utilized in the criteria process.

1. The presence of intrinsic motivation will be assessed by looking at:

a) The amount of involvement by the students; a collection of participation.

b) How students expressed their involvement and acted during the activity; collection of notes, comments, questions, disciplinary actions etc.

c) How students expressed their like/dislike for the activity; analysis of responses regarding these activities in questionnaires and interviews.

2. Observation of group dynamics in the classes will be carried out by looking at:

   a) How the students worked in groups.

   b) The presence of peer-sharing, peer-helping.

   c) Any specific class dynamics.

d) Preference of students for this type of activity.

3. The presence of internalization of the tasks by the students will be assessed by:

a) Quantifying if they felt they learned.

b) Categorizing student responses with regard to internalization into three types:

1) those that show the learned material presented can be taught to someone else.

2) those that take that knowledge and are able to reflect upon it.

3) those that apply that knowledge to another use.

3.5. Ethical Procedures

Collection of the data was completely anonymous as no names were recorded on the feedback (neither on paper or digitally). Interviews were also anonymous and done on a volunteer/student availability basis. Observations by the teachers/co-teachers and mentor were strictly numerical and did not include names.

All questions and information that students were requested to complete was presented to the mentor who consulted with the Administration. Administration consented to the data collection and questions as all the information was collected anonymously and in no way reflected disclosure of the student's identity.

4. Results

Data Collection can be found in Appendix III

Part 1 The presence of intrinsic motivation in the class activities or tasks was observed through content analysis and it was present in both the amount of participation and type of comments students made.

a) **The amount of involvement by the students:** A compilation of student activity.
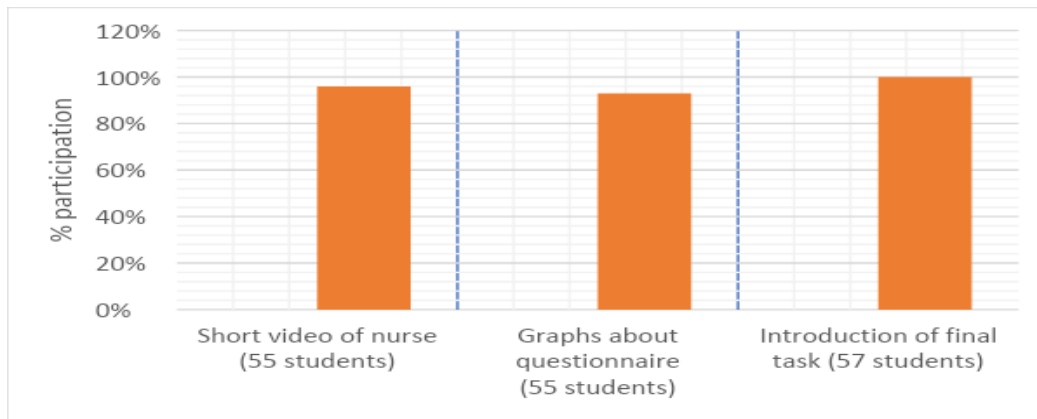
Figure 1: Chart of Student Involvement in Short video of nurse; Graphs about questionnaire and Introduction of final task
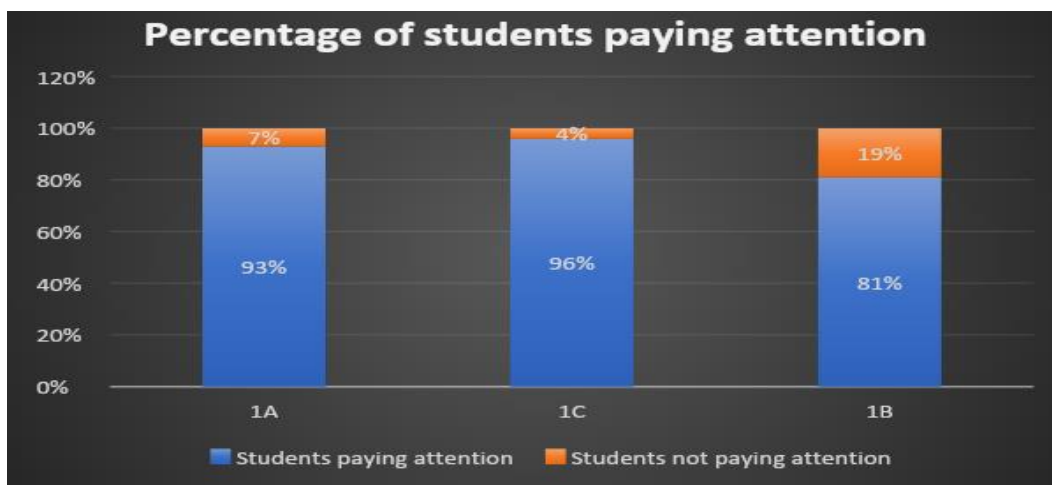
Number of students 1A:27, 1C:28, 1B:29
Figure 2: Chart of Student involvement in Group description of picture

The average class involvement ranged from 81% to 96%. (In Appendix IV see note 1 for comment made regarding difference in data collectors). The average for the classes is 90%.
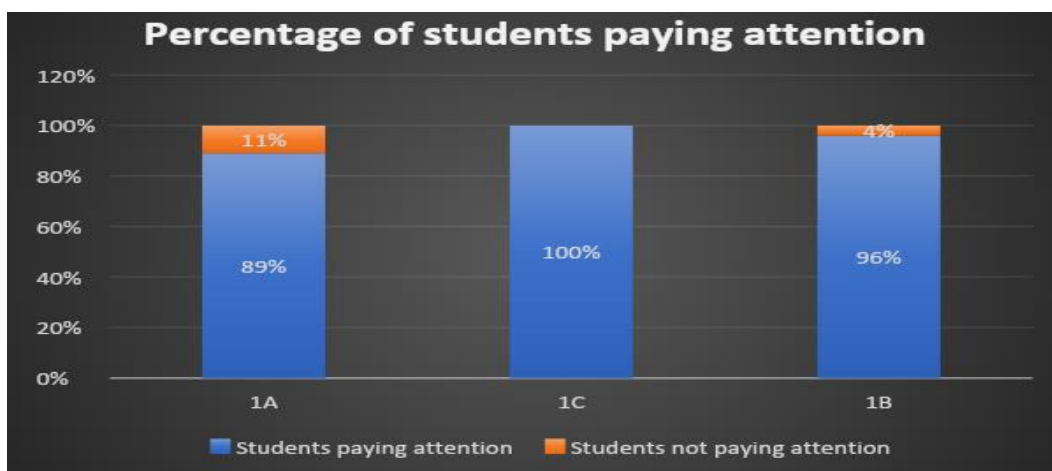
Number of students in 1A:26, 1C:24, 1B:26
Figure 3: Chart of Student involvement in Reflecting on Bad Habits: Students writing bad habits

In Reflecting on Bad Habits: Students speaking about bad habits: All students were actively engaged and excitement to find and talk about what their classmates had written was displayed.

b) Describing how the students expressed their involvement in the activity.

The following observations showing student involvement were made during the activities.

Short video of nurse: When the video started, comments like: "I know him", "He's my doctor", "That's the school nurse" were heard. Students started smiling and their mouths opened in surprise. "He really wants us to do this?" was asked.

Graphs about questionnaire: When asked if they recognized the graph, some students answered: "Oh yes, I remember that question", "Yeah, I asked what you were going to do with the information".

Introduction of final task: When asked if they were ready for the challenge, students answered they were. Several students asked: "We're going to do that?!"

Group Description of Picture: Students were put at ease with a review of vocabulary and prepositions needed for the task. Some even had time to rehearse who was going to say what during the presentation. Several groups wanted to be first to present. The mentor noted 89% positive attitude in one class.

Reflecting on Bad Habits: **Students writing bad habits:** Students were involved in the activity. Some stated they had no bad habits in the area they were asked to find bad habits in, but when they were asked further questions regarding their habits they said: "Oh that's right" "Well, maybe not all the time". Some went a couple of steps ahead and said: "But I do not want to give up (for ex. playing video games), so I'm not going to put it as a bad habit" but then changed when told "who said anything about giving up". The mentor noted that all students had a positive attitude during the classes.

Reflecting on Bad Habits: **Students speaking about bad habits:** All students were active in this activity. The curiosity they had about each other's choice of bad habits was palpable. For example: "Really, you put that?!" "So did I". They also had to take down their papers from the poster and many took down their neighbor's. This was discovered when several said: "I wrote this bad habit, but this isn't my handwriting".

No disciplinary actions were necessary during these activities. Only in Reflecting on Bad Habits: Students speaking about bad habits when students walked around talking about their bad habits the chatter became loud and some were told to speak more quietly. Students also entered into further detail as to how long they played a video game or stayed up even though it was not asked of them.

e + " V j k u " u g e v k q p " e q n n g e v u " u v w f g p v u ø " t g u r q p u g u

Responses to question: "Did you like the activity?"

Percent students answering: (1 not much-5 very much)

Activity	5 or 4	3
Short video of nurse	88%	12%
Graphs about questionnaire	100%	
Introduction of final task	88%	12%

No. of students in study: 8.

Figure 4: Table of Liking or disliking the activity: Short video of nurse, Graphs about questionnaires and Introduction of final task

While the number of students interviewed in these three activities (Short video of nurse, Graphs about questionnaire & Introduction of final task) was only eight, those interviewed answered in a similar way.
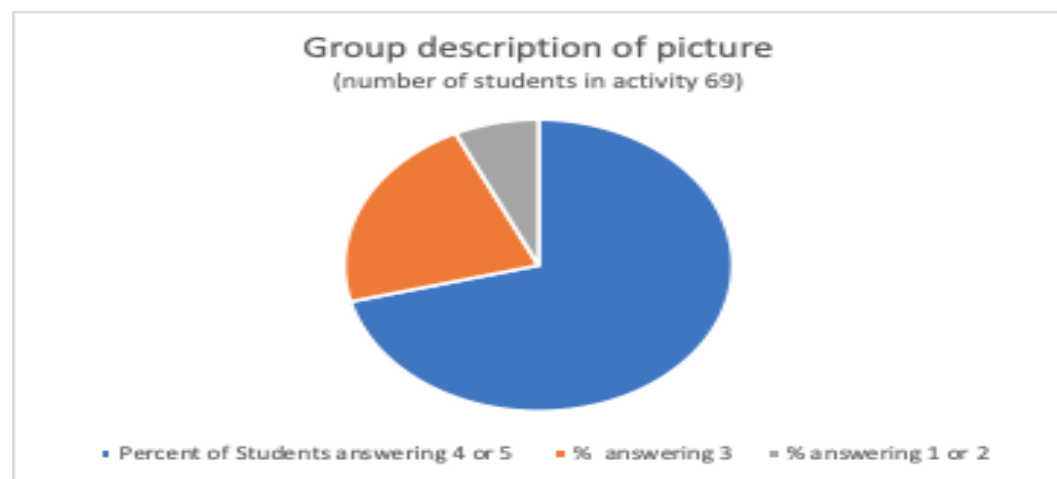
Figure 5: Chart of Liking or disliking the activity: Group description of picture (1 not much-5 very much)

We can conclude that the activity was enjoyed by the greater part of the class while only 7% did not express enjoyment of the activity. Comments that the students made were particularly relevant when expressing their liking of the activity. See Note 2 in Appendix IV for specific reasons students gave for liking or disliking the activity Group description of picture.

Number of students in Part A:52, Part B:51

*Figure 6: Chart of Liking or disliking the activity: Reflecting on bad habits Part A Writing your and Part B H k p f k p i " { q w t " e n c u u o c - 5 very much)l c f " j c d k v u " * 3 " p q v " o w*

Comments that the students made were particularly relevant when expressing their liking of the activity. See Note 3 in Appendix IV for specific reasons students gave for liking or disliking the activity Reflecting on bad habits.

In the activities Group description of picture and Reflecting on Bad Habits the number of students who participated in the survey was larger and we have 70% (avg. part A+B) in Reflecting on Bad Habits to 71% in Group description of picture giving the activity a (4 or 5). Disliking the activities, giving it a (1 or 2), went from 7% in Group Description of Picture to 16% (avg. part A+B) in Reflecting on Bad Habits.

Part 2

Group dynamics were looked at in the classes and the following observations made.

a) How did the students work in groups?

The seating arrangement of the class is in groups, and although other activities are carried out where students are not in this arrangement, for the better part of the lessons, students stay with their group. In addition, since these students work by projects, group dynamics are deeply rooted in their everyday routine. Most preferred to be in groups. When we told them to complete a task using the 1-2-4 answering method (1 minute individually, 2 minutes in pairs, 4 minutes in group) several said, "Can't we just go ahead and do it in pairs?" In other instances, students would positively acknowledge peer responses and give positive encouragement to each other after presenting.

b) Was there presence of peer-sharing and peer-helping?

In the activity of the Short video of the nurse, all classes showed presence of peer-helping and peer-sharing.
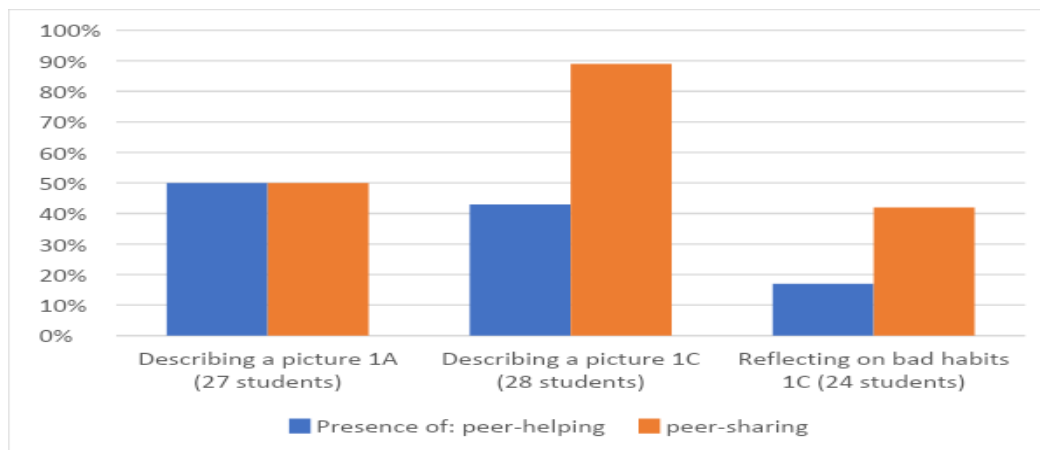
Figure 7: Chart of Presence of peer-sharing and peer-helping in: Describing a picture and Reflecting on bad habits

While there is variation in the amount of peer-helping (17% to 50%) and peer-sharing (42% to 89%), it was present and a part of the fabric of these classes. Students need and used their peers to complete tasks, ask for clarifications or simply help each other out. In one instance a student did not understand an explanation because of their lack of knowledge in either English, Catalan or Spanish. Their neighbor readily said the instructions in Google Translate so the student could hear them in their own language.

In a questionnaire made for them during the first Practicum, they answered:

To the question: "Do you feel valued by your classmates?" in a scale of 1 to 5 (1 not much - 5 very much), 82.5% answered 4 or 5, while only 2.6% answered 1 or 2. Several answered "M'ajuden" when asked why.

To the question: "Do you get along with your classmates?" 83.8% answered 4 or 5 (1 not much-5 very much) and only 5% answered 1 or 2. The negative answers were "No amb tots" "Amb uns em troba millor que altres". (See Appendix V for a more detailed report.)

c) Were there any specific group dynamics?

The perception the students have of their peers' work is similar.

No. of groups	Percentage of students	Amount of coincidence with peers
3	17%	100%
7	39%	90%
4	22%	85%
3	17%	72%
1	5%	53%

Figure 8< " V c d n g " q h " R g t e g r v k q p " q h " e n c u u o c v g u ø " r c t v k e k

More than 78% of the students coincided in their perception of what was happening 85% of the time. This is true except for one case where the students only coincided 53% of the time. See Appendix IV for a more detailed report of student responses.

d) Did students show preference for this type of activity?

In the questionnaire given in Describing the Picture, when asked "What did you like most or least about it?", group work was the reason given by 27 out of 64 students or 42% of the students. 7 students answered: "We did it in group" and 20 students answered: "Presenting with friends". (See Note 2 in Appendix IV for more responses to the question.)

In Reflecting on bad habits, working with their peers was also the reason specifically given for liking the activity. Students answers: "I like to share my bad habits to people of class", "I like finding my classmates bad habits" (3 students made this same comment), "I liked talking to my classmates about bad habits", "The most I like finding a classmate".

Part 3

a) Studentsø Perception of learning. Content analysis is used to observe students' perception of learning.

"Did you learn something?"

Percentage of students responding: (1 not much - 5 very much)

Activity	4 or 5	3	1 or 2
Short video of nurse	75%	12.5%	12.5%
Graphs about questionnaire	87.5%	12.5	-
Introduction of final task	87.5%	-	12.5%

Total no. of students in study 8

Figure 9: Table of Perception of learning in: Short video of nurse, Graphs about questionnaire and Introduction of final task
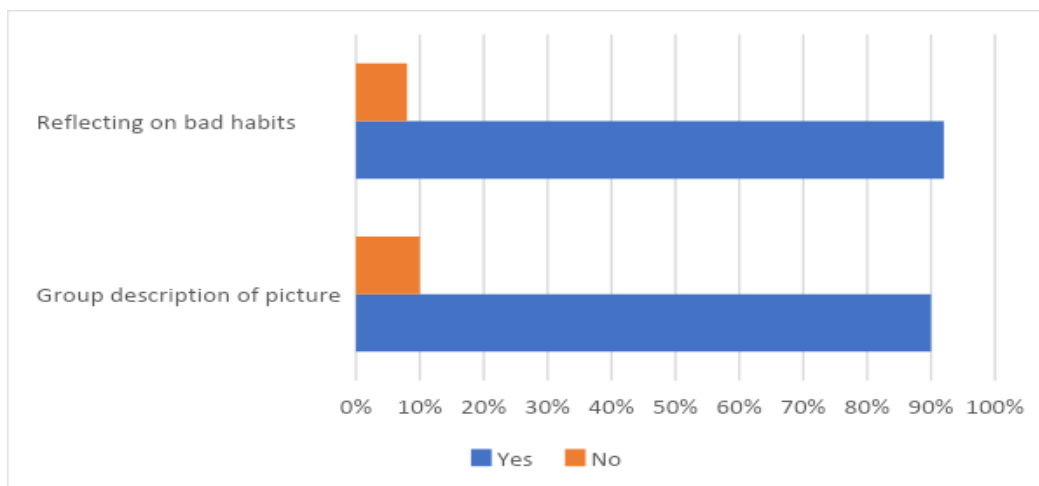
Total no. of students in: Reflecting on bad habits 51; Group description of picture 70

Figure 10: Chart of Perception of learning in: Group description of picture and Reflecting on bad habits

Regarding perception of learning, students' giving the activities a 4 or 5 (1 not much- 5 very much) range from 75% to 87.5% in the activities: Short video of nurse, Graphs about questionnaires and Introduction of final task. In Description of picture and Reflection on bad habits in response to the question: "Did you learn something yes or no?", 90% to 92% answered yes. (See Appendix IV for more detailed information)

b) K p " v j g " e n c u u k h k e c v k q p " q h " u v w f g:p v u ø " e q o o g p v u

Type 1 learning in: "I helped classmates with bad habits"

Type 2 learning in: "I learned bad habits I don't know have", "I like that we know what's wrong", "I think it's interesting to know yours bad habits", "Think of my bad habits", "The consequences of bad habits", "I know the bad habits I have", "I like the activity because I think about my bad habits", "Perquè esta bé donar-se conte de els mal habits que tens", "Because I see my bad habits".

Type 3 learning in: "Helps me with my bad habits", "Like because we can see our bad habits and change", "Corregir els bad habits" "Do the promise", "I learned from the activity because now I can complete the promise", "I like the promise".

(See Appendix III and Appendix IV Note 2 and 3 for all student responses)

5. Discussion

5.1. Responding to Main Purpose

There are three main objectives to this paper. The first, to find engaging content to stimulate students' intrinsic involvement in the classroom. Objective one was met as the planned activities engaged the students. The high participation students showed, the comments they made, students' attitude and the responses when qualifying their liking/disliking of the activity all indicate how students show intrinsic involvement in the activities observed.

The second objective was to see the extent to which group dynamics influenced students. There was a clear preference by these students to work in groups, they got along well, and in addition there was presence of peer-sharing and peer-helping.

The third objective of this paper was to observe the presence of internalization of the material by the students. Internalization was observed in the comments the students made. This internalization is classified according to the three degrees of achievement established in the criteria process. Interpretations and projections about student comments and a possible inference to reasons for competence motivation are made. Nevertheless, the amount of collected data and the scope of this paper's theoretical basis regarding internalization, are limited and preclude the possibility of making more definitive conclusions. A more in-depth study is required to adequately assess the preliminary conclusions reached in this paper.

In the following interpretation of the analysis a more detailed explanation is given as to why there was student engagement and how group dynamics influenced the students. In addition, the presence of internalization will be further examined.

5.2. Interpretation of the Analysis

Printrich (1999) identifies self-efficacy, task value and goal orientation and their importance in motivation. Lepper (1985) identifies the characteristics of class activities that will enhance class performance. These activities need to focus on problem solving, on information processing (curiosity among others) and control (choice, responsiveness to the environment among others). If class activities have these characteristics, if they are challenging, if students have competence to complete the task, and if the task contains autonomy and choice students will have a desire to become involved and be part of the class.

The tasks carried out in class provided these aforementioned characteristics for the students because the average levels of student involvement ranged from 90% to 100%. The students expressed their contentment with the activity (on a scale of 1-not much to 5-very

much) by giving the activities a 4 or 5, 71% to 100% of the time. These results indicate the degree to which these characteristics were met. The reasons why these characteristics were met can found in the following explanations:

-**Short video of nurse:** Many students knew the people in the video, as in many cases it was their pediatrician, their nurse, so familiar faces or even loved people. The task value was high.

-**Graphs about questionnaire:** The graph was about their responses. Students were interested in it because they wanted to know how they had answered in comparison to their peers, information processing was present, and the task value was high.

-**Introduction of final task:** The activity involved them directly. They were not only doing the task, but they were the experiment themselves. They identified with the task and were challenged by it. Problem solving, self-efficacy, task value and goal orientation are all present.

-**Group description of picture:** Students had reviewed vocabulary, instructions and were left alone to finish the task. Self-efficacy, task value, goal orientation, problem solving, and control are all present.

-**Reflecting on Bad Habits:** The students spoke about their bad habit and they knew how to do the task. They could ask for help if they did not know a word or structure. They wanted to see what their peers had written. Self-efficacy, task value, autonomy goal orientation and information processing are all present.

Observations made during these activities further back the presence of involvement. The comments, the excitement, the willingness to adapt to a task, the desire to share and the positive attitude. Students expressed enjoyment of the activity. Intrinsic motivation and engagement are directly tied to enjoyment of the activity.

Group dynamics is important As Maulana, Openakker, Stroet, & Bosker (2013) state: "Research has shown that the sense of belonging is a significant predictor of motivational outcomes and engagement (e.g., Anderman and Anderman 1999; Pavey et al. 2011; Wentzel 1999)." (p. 1348) These students exhibit a high sense of class cohesion and this atmosphere contributes to a feeling of general well-being in the classroom.

Students' seating arrangement, comments, presence of peer-sharing and peer-helping all give evidence to how these students display group dynamics. It is interesting to note how the effect of group cohesion could alter how students respond. In Group description of a picture, the perception of peer's work is similar. 78% of the students agree to what is happening 85% of the time, except for one group that only agreed 53% of the time. In this class, one member of a group could not participate as the others. This student did not have the ability to do so, but five people still answered "yes". This is possibly due to the fact that teamwork, sharing and

collaboration are promoted which could explain the strong class cohesion and the desire for everyone to do well. An additional explanation could be the acknowledgement of the big effort made by this student to participate as much as possible, even though the results of this effort may not have been equal to that of the other students, and the extent to which the desire for everyone to fit in exists.

Students showed preference for this type of activity. These students are used to working in groups and are energized by their classmates. This sense of wanting to work together, of belonging is important for motivation. They are showing collective efficacy and to some extent collaboration. This preference for group activity was later also present in the activity of "Reflecting on bad habits" where part A was individual and part B was in group. There was higher preference for students to do the activity that involved pair work than that done individually. The percentages were 67% individual to 72% pair. This may significantly not be much, but on the other hand, there were fewer students who did not like the activity when it was done in pairs or a small group: 16% vs the 23% who did not like it when the activity was individual.

Internalization is present when there is intrinsic motivation. Students' degree of liking an activity may not always coincide with their perception of learning. Here, students' responses to liking the activity was lower than what they felt they learned by doing it. In "Describing of Picture", 71% said they liked the activity very much vs 90% who said they felt they learned. In "Reflecting on Bad Habits", 70% (the avg. of activity A and B) said they liked the activity very much vs 92% who said they felt they had learned. Here, with the averages of these two activities, even if liking the activity was lower (71.5%), the students still felt they had learned (91%).

When a task is given to students and they do it, the teacher considers the task is completed satisfactorily. However, if the student goes a step further with the material they were given, further internalization or in-depth learning is seen. The material has been taken in and is being processed at another stage or level. Categorizing the students' responses made in the Group description of picture and Reflecting on bad habits helps us see how internalization has taken place. The comments made by the students give evidence to the acquisition of knowledge and the success of the lesson. This type of internalization is increased if the student can identify with the topic and make it theirs. The importance of self-efficacy is that it enhances the desire and facilitates the process by which students find further applications to what they do in class.

With regard to internalization, some students showed by their comments that they went beyond completing the instructions. The students who make these comments are not

commenting about learning English or acquiring the academic aspect of the task, but the intrinsic value of the task. If there is presence of internalization, the reasons for completing the task are more than getting a good grade or saving face. In this study, because final reasons for completing the task were not collected, it is not known if this internalization would have led to wanting to complete the task for intrinsic reasons, but if tasks are interiorized by students this could very well be the case.

It will be very interesting to see if the desire to complete the task for the sake of the task, will lead to wanting to do the task well because the task holds interest or students see intrinsic value in it. The reform in education and change in evaluation will surely change why students want to excel, but as previously noted, with this study no firm conclusions can be reached regarding this point.

5.3. Evaluations & Added Value

This study has validated and increased my belief that student motivation is of utmost importance. It is essential that teachers provide students with tasks and materials that engage their students. When preparing material, teachers need to go down a checklist: Does what is being presented hold face value for the students?; Will tools provided to the students give them self-efficacy?; Does the task provide for student goal orientation? By meeting all the preceding points, achieving student engagement is closer at hand. If students are engaged, learning is more likely to take place and class management will be facilitated.

Being able to do the Practicum in a school that is project based has strengthened my conviction that teaching a language should not be taught as an isolated, sterile discipline. This Practicum has made evident that learning is a much broader and more well-rounded experience that includes developing critical thinking, the strengthening of group and peer interaction and developing autonomy. Project-based schools help develop student resoluteness and ability to adapt to different situations and should be promoted if society wants well-prepared citizens. It was in addition highly rewarding to do the Practicum in this particular project-based school that is a member of *n ø G uNovaqu 2l c*'(See reference for further information)

The reform of the educational system will surely bring about a change in the reasons why students want to complete a task and increase their desire for excellence. This will undoubtedly be a positive change as students will make wanting to know the material their goal, but only if classrooms are made for the students will this happen.

6. Conclusions

There are many important factors that can determine how successful learning may be. Without undervaluing any of them, I would like to say that fomenting students' intrinsic motivation is a mainstay if educators want learning to take place. Having activities that hold high task value for the students, building self-efficacy and facilitating goal orientation are the means by which teachers will achieve student engagement in classroom tasks.

When preparing a class, the worthiness of the tasks students have to complete need to be made evident to them or even better, students must see the value of the task for themselves. This approach to preparing lessons is clear and straightforward. To complete this Master's Dissertation, a teaching unit needed to be designed, driving questions asked, data collected and results analyzed. Preparing a lesson taking into consideration the theoretical bases given in University classes and seeing how the bridge between theory and practice was made, was valuable and enriching.

Nowadays teachers and schools have to adapt to students' needs and supply them with what they will need to carry on satisfactorily in society. Schools should be the place where students want to be. It is the place where they are understood, where they come to a greater understanding of themselves and learn the ways to face adulthood. It is then essential that the content of the classes establish ways to develop such basic life skills as healthy habits (physical as well as emotional), communication skills and critical thinking.

Project-based schools are driven by the fundamental characteristics that are essential to an educational institution. They promote communication, problem solving, critical thinking and collaboration in addition to complying with the DUA, curriculum etc.. These characteristics are what for me is an ideal school, but I was doubtful as to how these types of schools actually worked.

Thanks to the Practicum I was able to experience firsthand how these schools work and how the theory that was given in class played out in real life. The dynamics, values and methods used in these classes opened a new perspective on how teaching should take place and the professional development experienced using co-teaching and observing team teaching was invaluable.

The philosophy behind project-based schools is highly beneficial for student development and it promotes disciplines that students will need in their future. Exposing and having students perform in project-based environments can even be considered an educator's responsibility because it ensures that students are as prepared as possible. For this reason,

while it may be difficult to completely reform a traditionally run school, the philosophy behind this type of school can and should be implemented to the greatest degree possible. Teachers need training in order to be well-versed in class time management and the promotion of student collaborative and cooperative work. They also need to be willing to cooperate with other teachers for the project to work. Students as well need to work on and develop interactional skills, sharing and cooperation.

As a teacher, this Masters has given me insight as to how theory and practice play out. Even though due to my classroom experience I was aware of what worked and what did not, I was not completely aware of why this was the case. This Masters has provided me with the necessary theoretical and practical framework for the further development of my professional expertise and classroom effectiveness.

The implementation of the lesson plan in the Practicum and the activities that were done stimulated interest and were successful in great part because of the classes these students were used to having. It is true that the tasks were adapted to these students, so the task value was high for them. Students also knew how to complete the tasks so self-efficacy as well as goal orientation were present. However, students also took on the learning adventure in a positive way because in their modus operandi they are open to these experiences.

It will be interesting to see how the changes in the educational system mentioned in this paper will affect how students perceive their educational experience. The democratization of the classroom, the catering to students interests and needs and the reformed system of evaluation will for sure change students' view of their role and their reasons for performing well.

Due to the unfortunate circumstances of the Covid 19 pandemic and the cancellation of classes, in my data collection I was not able to observe students' reasons for competence motivation. It is possible that in the same way students internalized material and took what they learned to another level they would also develop another reason for completing an activity well that went beyond extrinsic motivation. It needs to be pointed out, however, that the scope of this study, due to the limited time and amount of data could not have derived into conclusive evidence regarding this point. It will, though, be very interesting to see and analyze how this change in the educational system influences student views regarding competence motivation.

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8. Appendixes

Appendix I

The following information has been taken from the Appendix of the paper *Mòdul comú: Formació psicopedagògoca i social.* Master de Formació Professorat de Secundària UAB cursat 2019-2020. The questionnaire was carried out and by compiled by Elisenda Vila and Cristina Surroca.
(Response from questionnaire question made to students of 1st of ESO during first part of Practicum)

12. Considero que el que aprenc em serà útil en el futur.
80 responses
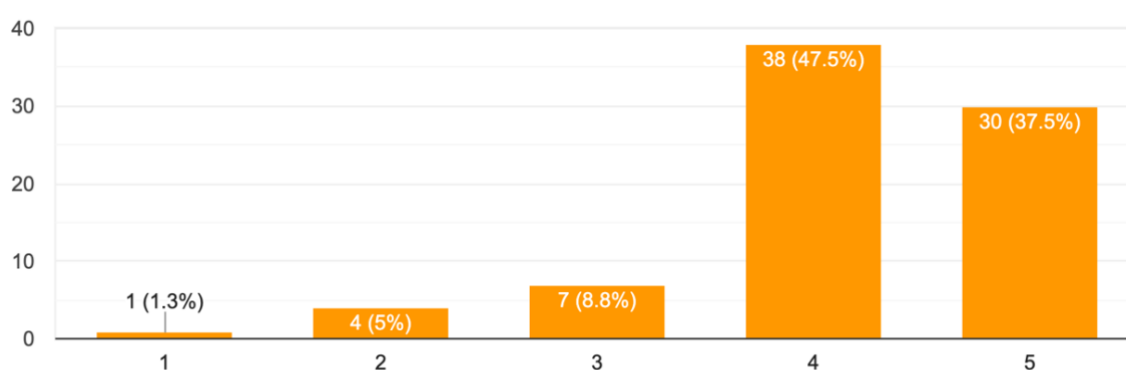
Figure 11< " E j c t v " 3 4 " q h " u v w f g p v u ∅ " c p u y g t u " h t q o " v j g " R t c

Consideren que el que aprenen els hi serà útil

Aquí 83% han respost 4 i 5 en una escala de (1 poc-5 molt). Students' quotes:
"Clar que si perquè hem d'aprendre en treballar en equip."
"Perquè hi ha formes de treball que és molt probable que les tingui que fer servir."

Appendix II

Data Collection Notes

Data collection was carried out in four parts.

Part 1   Teacher and co-teacher observations of students' response.

The main objective here is to observe the number of students that are participating in the activity and make observations regarding student interaction. The initial objective was to be able to include the observation of peer-helping, peer-sharing and positive attitude by students and numerically annotate what was observed, but this proved to be too time consuming as both teachers/co-teachers were so busy answering questions and managing the class that they could only observe that this student activity was taking place, but could not quantify it. The mentor was at times able to collect more precise data regarding peer-helping and peer-sharing.

Part 2   Student questionnaire to be filled out on paper and handed in.

The objective of the first question was for students to quantify how much they liked/disliked the activity. The second question sought to identify what aspect they liked/disliked about the activity. In the third question, the objective was to see if they found the activity rewarding by asking if they learned something.

The text was gone over with students, so comprehension was complete. Students were permitted to answer in L1 if they wished. The students were given the questionnaires on paper. A pile was left on their group table and when students left the class they deposited the papers in a box.

Part 3   Student interview conducted by teacher and/or co-teacher.

The interview with the students went as planned but could not always be carried out with as many students as was desired as time constraints were an impediment. Students were eager to carry out the activity and had to be turned down due to lack of time. The objective here was to see if the students liked/disliked the activity and the purpose was to measure student satisfaction with the activity, if they found it personally rewarding, if they found it useful and if intrinsic motivation could be identified.

Part 4   General Class observation by mentor.

This part was carried out by the mentor who was given a paper with the information that was to be filled out. General comments about peer-helping, peer-sharing and positive attitude were made, and specific numerical observations of how many students engaged in this activity were noted when possible. Also, the mentor's data collection served as a reference point for teacher/co-teacher's data collection.

Part 5   Peer and self-observations questions from digital platforms.

This question was part of a peer observation activity in the student's lesson that was done in class and completed on students' "crombos". This question asked about peer participation in the class activity and sought to collect students' perception of the classroom activity. Only one peer observation was carried out. Peer-observation questions on the digital platform were in English and doubts were resolved in class to ensure comprehension.

Rubrics for Data Collection

<table>
<tr><td><u>Observation One</u>
Observation Activity "Describing a Picture and Habits"
(group work / presentation)</td></tr>
</table>

Part 1
Will take place during Day 1 during the activity "Describing a Picture and Habits".
The teacher and co-teacher will observe student participation in the activities.

Teacher/co-teacher Observation 1

Date/ Class	Teacher /co- teacher observation X	Teacher/co-teacher observation X
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		

C=Cristina E=Elisenda
X = Number of students participating/ total number of students

Additional observations regarding students':
peer-helping _____
peer-sharing _____
positive attitude _____

Part 2
Students will be given a questionnaire on paper which they will place in a tray for anonymity when finished. Students can answer in L1
Student Questionnaire 1

1. Did you like the activity "Describing a picture"?   1 2 3 4 5
        (answer 1 not much - 5 very much)
2. What did you like most /least about it? _____
3. Did you feel that you learned something?   Yes   No

Part 3
Teacher/co-teacher will briefly interview students.

Today we did 4 activities. How would you rate them regarding how much you liked them and if you thought they were useful. (1 not much – 5 very much) (The activity "describing a picture" was already asked about in the student questionnaire 1 so the questions were changed.)

Student Interview by teacher/co-teacher 1

(1 little-5 a lot) Date/class/teacher	Did you like it?	Did you learn something?	Comments
Short video nurse	1 2 3 4 5	1 2 3 4 5	
Graphs about questionnaire	1 2 3 4 5	1 2 3 4 5	
Introduction of final task	1 2 3 4 5	1 2 3 4 5	

	Did you speak a lot?	Was the activity too easy/difficult)	
Group description of picture	1 2 3 4 5	1 2 3 4 5	

Part 4 (done by mentor) General class observation of activities one

Date/class/teacher	X
Short video nurse	
Graphs about questionnaire	
Introduction of final task	
Group description of picture	

X=Number of students participating in activity/total number of students

Additional observations regarding students':
peer-helping _____
peer-sharing _____
positive attitude _____

Part 5
Student response to last question in peer evaluation observation on their digital platform:

While classmates in groups gave their presentations about "describing a picture" students did a peer-evaluation where they had to answer Yes or No to the question:
"All students spoke equally during the presentation"

*Students who were doing the presentation did not evaluate their own group

Observation Two Observation Activity "Reflecting on Bad Habits" (individual / pair work & group work)

Part 1
Took place during the activity "Reflecting on Bad Habits". Teachers will observe
 a) Writing of bad habits and b) Talking in pairs or 3's.

Teacher/co-teacher Observation 2

Date/Class	Teacher	Co-teacher
	Number of students writing bad habits X	Number of students writing bad habits X
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		

Part 2
Student Questionnaire 2
1. Did you like the "Reflecting on bad habits"?
        (answer 1 not much - 5 very much)

Part A Writing your bad habits   1 2 3 4 5
Part B Finding your classmate's bad habits   1 2 3 4 5

2. What did you like most /least about it? _____

3. Did you feel that you learned something?   Yes   No

Part 3 (not done in observation 2)

Part 4 (done by mentor)

Date/class/teacher	X
"Reflecting on bad habits" writing own bad habits	
"Reflecting on bad habits" discovering partner's bad habits	

Additional observations regarding students':

peer-helping _____

peer-sharing _____

positive attitude _____

Part 5 (not done in observation 2)

Appendix III

Data Collection:

<div style="border:1px solid">

Observation One
Observation Activity õ F g u e t k d k p i " c " R k e v w t g ö
(group work / presentation)

</div>

Part 1

Took place during the activity "Describing a Picture".
The teacher and co-teacher will observe student participation in the activities.

Teacher/co-teacher Observation 1
Total number of students 29

Date/ Class 1B. 3/04	Teacher /co-teacher (E) observation X	Teacher/co-teacher (C) observation X	Student response to last question in peer evaluation (see part 5)
Group 1	3/5	3/5	
Group 2	4/5	3/5	
Group 3	4/5	4/5	
Group 4	5/5	5/5	
Group 5	4/5	4/5	
Group 6	4/4	4/4	

C=Cristina E=Elisenda

Total number of students 27

Date/ Class 1A 3/05	Teacher (E) observation X	Teacher (C) observation X
Group 1	5/5	4/5
Group 2	5/5	5/5
Group 3	3/4	4/4
Group 4	4/4	2/4
Group 5	4/5	3/5
Group 6	4/4	4/4

C=Cristina E=Elisenda
X = Number of students participating/ total number of students
(C) pair helping observed (2 groups)
    Positive attitude 1 group
Data for Group 1C could not be collected

Part 2

Students will be given a questionnaire on paper which they will place in a tray for anonymity when finished.
Students can answer in L1

Number of students who Participated in questionnaire   __70_
1. Did you like the activity "Describing a picture"?
Number of students.   Answer gave (1 not much-5 very much)

34	4
15	3
15	5
3	2
1	2.5
1	1
1	No answer

2.   What did you like most /least about it?
        See Note 2 Appendix IV for U v w f g p v u ø " T g u r q p u g u

3.   Did you feel that you learned something?   Yes   No
        Students who answered   **Yes**   **63**
        Students who answered   **No**   **7**

Part 3
Teacher/co-teacher will briefly interview students.
We have done 4 activities. How would you rate them regarding how much you liked them and if you thought they were useful. (1 not much– 5 very much) (The activity "describing a picture" was already asked about in the student questionnaire 1 so the questions were changed.)

Student Interview by teacher/co-teacher Observation 1

Total number of Students interviewed. **8**   Dates 27th & 28th March

(1 not much-5 very much) Date/class/teacher	Did you like it?	Did you learn something?
Short video nurse	1 2 3 4 5	1 2 3 4 5

"Did you like it?"
Number of students   Answer gave (1 not much-5 very much)

7	4
1	3

"Did you learn something?"
Number of students.   Answer gave (1 not much-5 very much)

3	5
3	4
1	3.5
1	2.5

"Did you like graphs about questionnaire?"
Number of students   Answer gave (1 not much-5 very much)

4	5
4	4

"Did you learn something?"
Number of students   Answer gave (1 not much-5 very much)

1	5
5	4
1	3
1	4.5

"Did you like it the introduction of the final task?"
Number of students   Answer (1 not much-5 very much)

3	4
4	5
1	3.5

"Did you learn something?"
Number of students   Answer (1 not much-5 very much)

2	5
1	2
4	4
1	4.5

"Did you speak a lot during the group description of the picture?"
Number of students Answer (1 not much-5 very much)

4	5
2	4
1	3.5
1	3

"Was the activity too easy?"
Number of students Answer (1 not much-5 very much)

2	fine
2	4
2	3
2	5

Part 4 (done by mentor)

General class observation of activities   X= number of students

Date/class/teacher	Short video nurse	X

Total of 55 students
27/02 / Mentor   26/27 students paying attention   1A
28/02/ Mentor   27/28 students paying attention   1C

- There was presence of peer-helping, peer-sharing and positive attitude during video

Date/class/teacher	Graphs about questionnaire	X

Total of 55 students
27/ 02/ Mentor   24/27 students paying attention   1A
28/02/ Mentor   27/28 students paying attention   1C

Date/class/teacher	Introduction of final task	X

Total of 57 students
28/02/ Mentor   29/29 students paying attention   1B
28/02/ Mentor   28/28 students paying attention   1C

Date/class/teacher	Group description of picture	X

Total of 55 students
2/03/ Mentor   27/27 students paying attention   1A
- Peer-helping 50%
- Peer-sharing 50%

2/03/ Mentor   27/28 students paying attention   1C
- Peer-helping 12/28
- Peer-sharing 25/28
- Positive attitude 25/28

Part 5

Student responses on digital platform to last question in peer evaluation observation:

While classmates in groups gave their presentations about "describing a picture" students did a peer-evaluation where they had to answer Yes or No to the question:
"All students spoke equally during the presentation"
*Students who were doing the presentation did not evaluate their own group

Total number of students who answered in 1A   23

Group	Yes	No	No. of students in group that responded *
Group 1	13	5	5
Group 2	14	6	3
Group 3	5	14	4
Group 4	17	2	4
Group 5	18	3	2
Group 6	16	3	4

Total number of students who answered in 1B   25

Group	Yes	No	No. of students in group that responded *
Group 1	18	3	4
Group 2	21	0	4
Group 3	22	0	3
Group 4	17	3	5
Group 5	19	2	4
Group 6	19	2	4

Total number of students who answered in 1C   24

Group	Yes	No	No. of students in group that responded *
Group 1	17	2	5
Group 2	19	1	4
Group 3	10	9	5
Group 4	20	1	3
Group 5	19	1	4
Group 6	21	0	3

Observation Two
Observation Activity "Reflecting on Bad Habits"
(individual / pair work & group work)

Part 1
Took place during the activity "Reflecting on Bad Habits". Teachers will observe: a) Writing of bad habits and b) Talking in pairs or 3's.

Teacher/co-teacher Observation 2

Date/Class 5/03 1A	Teacher/co-teacher (E)	Teacher/co-teacher (C)
Total number of students 26	Number of students writing bad habits X	Number of students writing bad habits X
Group 1	4/5	5/5
Group 2	4/5	3/5
Group 3	2/4	4/4
Group 4	4/5	1/5
Group 5	5/5	3/5
Group 6	4/4	4/4

Date/Class 6/03 1C	Teacher/co-teacher (E)	Teacher/co-teacher
Total number of students 24	Number of students writing bad habits X	Number of students writing bad habits X
Group 1	4/4	
Group 2	4/4	

Group 3	4/4	
Group 4	5/5	
Group 5	4/4	
Group 6	3/3	

Date/Class 6/03 1B	Teacher/co-teacher (E)	Teacher/co-teacher (C)
Total number of students 26	Number of students writing bad habits X	Number of students writing bad habits X
Group 1	4/4	4/4
Group 2	4/4	4/4
Group 3	3/4	4/4
Group 4	5/5	5/5
Group 5	5/5	5/5
Group 6	3/4	4/4

Teacher/co-teacher Observation 2

Date/Class 5/03. 1A	Teacher	Co-teacher
Total number of students 26	Number of students speaking about bad habits	Number of students speaking about bad habits
	All students	All students

Teacher/co-teacher Observation 2

Date/Class 6/03 1C	Teacher	Co-teacher
Total number of students 24	Number of students speaking about bad habits	Number of students speaking about bad habits
	All students	All students

Teacher/co-teacher Observation 2

Date/Class 6/03 1B	Teacher	Co-teacher
Total number of students 26	Number of students speaking about bad habits	Number of students speaking about bad habits
	All students	All students

Part 2
Student Questionnaire 2

Number of students who Participated in questionnaire   __53_
1. Did you like the "Reflecting on bad habits"?   answer 1 not much - 5 very much)

Part A Writing your bad habits
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave (1 not much-5 very much)
27	4
8	5
12	3
3	2
2	1
1	No answer

Part B Finding your classmate's bad habits
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave (1 not much-5 very much)
28	4
9	5
8	3
3	2
3	1

2	No answer

2. What did you like most /least about it?
Student's Responses:(Responses by one student unless otherwise indicated)

See Note 3 Appendix IV for additional student responses (those regarding liking/disliking the activity Reflecting on bad habits)

Positive Activity (Poster)
I liked the poster
Put in poster bad habits
I liked classify bad habits (2 students)
The activity of different (catagories) of bad habits
Homework/Correction
I like homework, not practice
I like homework when I correct (4 students)
What I liked was correction duties
Personalized Learning (Completing Chart/ promise)
The chart (promise)
Do the promise
I learned from the activity because now I can complete the promise
I like the promise
Corregir els bad habits
The chart
General Learning Taking Place
Apren vocabulary
You are practice English
Escriure els dies
Can't Classify
Describing picture
Like most old
A mi m'agrada els bad habits de doctoracio
Because are worried
Bad habits presentation
Because I don't know him

3. Did you feel that you learned something?   Yes   No

Students who answered   Yes   47
Students who answered   No   4
        Circled between Yes No   1
        Circled both Yes and No   1

Part 4 (done by mentor)

General class observation of activities

Date/ Class	"Reflecting on bad habits" writing own bad habits

Total Number of Students 76

5/03/2020	Number of active students 26/26	1A
6/03/2020	Number of active students 24/24	1C
6/03/2020	Number of active students 26/26	1B

| Date/ Class "Reflecting on bad habits" discovering partner's bad habits |

Total Number of Students 52
6/03/2020   Number of active students 24/24   1C
11/03/2020   Number of active students 28/28   1B

6/03/2020   1C
Additional observations regarding students':
peer-helping _____4/24
peer-sharing _____10/24
positive attitude _____24/24.   Note 4

11/03/2020   1B
Additional observations regarding students':
positive attitude _____28/28

Appendix IV

More detailed information for Data Analysis.

Part 1
a) The amount of involvement by the students.

Short video of nurse Total of 55 students
27/02 / Mentor   26/27 students paying attention   1A
28/02/ Mentor   27/28 students paying attention   1C
53/55   96% of the students were paying attention
Graphs about questionnaire Total of 55 students
27/ 02/ Mentor   24/27 students paying attention   1A
28/02/ Mentor   27/28 students paying attention   1C
51/55   93% of the students were paying attention

Comment regarding differences in two classes:
Graphs about questionnaire: The difference in attention in the two days (24/27 89% to 27/28 96%) could be due to the fact that the first day the mentor told us that it wasn't clear to them where the graph came from. The second day the origin was made clear and more students were engaged.

Introduction of final task Total of 57 students
28/02/ Mentor   29/29 students paying attention   1B
28/02/ Mentor   28/28 students paying attention   1C
57/57   100% of the students were paying attention

Activity	Number of students	Percentage of students paying attention
Short video of nurse	55	96%
Graphs about questionnaire	55	93%
Introduction of final task	57	100%

Figure 12: Table of Student Involvement in Short video of nurse; Graphs about questionnaire and Introduction of final task

Group description of picture
2/03/ Mentor   27/27 students paying attention/doing task 1A
2/03/teacher 1   25/27   "
2/03 teacher 2   23/27   "
Mentor 27/27   100%   Students paying attention/doing task
Teacher 1   25/27 93%   "
Teacher 2   23/27 85%   "

2/03/ Mentor   27/28 students paying attention/doing task 1C
Mentor   27/28 96%   Students paying attention/doing task

2/03/ Teacher 1   24/29 students paying attention/doing task 1B
2/03/ Teacher 2   23/29   "
Teacher 1   24/29 83%   Students paying attention/doing task
Teacher 2   23/29 79%   "

Class	Number of students	Percentage of students paying attention
1A	27	93 % Avg
1C	28	96%
1B	29	81% Avg

Figure 13: Table of Student involvement in Group description of picture

Note 1: While there is up to a 15% difference in the amount of participation depending on who collected the data it must be noted that the data collection was done throughout the activity, not at a specific time. Even taking into account that difference in data numbers, there is still a high percentage of students engaged in the activity --from 79% to 100%.

Reflecting on Bad Habits: Students writing bad habits
5/03 Mentor   26/26   active students   1A
5/03 Teacher 1   23/26   "
5/03 Teacher 2   20/26   "
Mentor 26/26   100%   active students
Teacher 1   23/26   89%   "
Teacher 2   20/26   80%   "
Avg 89%

6/03 Mentor   24/24   active students   1C
6/03 Teacher 1   24/24   "
Mentor & Teacher 1   24/24   100%

11/03 Mentor   26/26   active students   1B
11/03 Teacher 1   24/26   "
11/03 Teacher 2   26/26   "
Mentor, & Teacher 2   100%   active students
Teacher 1 24/26 92%   "
Avg 96%

Class	Number of students	Percentage of students paying attention
1A	26	89 % Avg.
1C	24	100% Avg.
1B	26	96% Avg.

Figure 14: Table of Student involvement in Reflecting on Bad Habits: Students writing bad habits

Again, while we see a 20% difference in activity from one teacher to another, the data was taken throughout the activity. And the average difference was only 11%. (see note 1 above)

Reflecting on Bad Habits: Students speaking about bad habits
5/03 Teacher 1   26/26   active students   1A
5/03 Teacher 2   26/26   "

6/03 Mentor   24/24   active students   1C
6/03 Teacher 1   24/24   "
6/03 Teacher 2   24/24   "

11/03 Mentor   28/28   active students   1B
11/03 Teacher 1   28/28   "
11/03 Teacher 2   28/28   "

Mentor, Teacher 1 & Teacher 2   100%   active students

b) Describing how the students expressed their involvement.

Group Description of Picture:
2/03/ Mentor   1C   Positive attitude 25/28

Reflecting on Bad Habits: Students speaking about bad habits:
6/03/2020   1C   Positive attitude 24/24
11/03/2020   1B   Positive attitude 28/28

c) If they liked the activity and why?

Looking at responses regarding these activities in questionnaires and interviews
Short video of nurse:
"Did you like it?"
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave
7	4
1	3

Total Number students 8
7/8   88% gave a 4 out of 5
1/8   12% gave a 3
While no students answered 5, 88% answered 4, 12% answered 3, and no student answered 1 or 2

Graphs about questionnaire:
"Did you like the graph about the questionnaire?"
Number of students   Answer gave (1 not much -5 very much)

Number of students	Answer gave
4	5
4	4

Total number of students 8
4/8 62.5% answered 5
4/8 62.5% answered 4
100% of the interviewed students said they liked the activity.

Introduction of final task:
"Did you like the introduction of the final task?"
Number of students   Answer gave (1 not much -5 very much)

Number of students	Answer gave
3	4
4	5
1	3.5

Total number of students 8
4/8   50% answered 5
3/8   37.5% answered 4
1/8   12.5% answered 3.5

Group description of picture
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave
34	4
15	3
15	5
3	2
1	2.5
1	1
1	No answer

Total of 69 (1 did not answer)

- 49/69 answered 4 or 5. So 71% rated the activity highly
- 5/69 answered 2 or 1. So 7% gave the activity a low rating.
- 15/69 answered 3   So 22% gave the activity an average rating.

We can conclude that the activity was enjoyed by the greater part of the class while only 7% did not express enjoyment of the activity.

Activity	4 or 5	3	1 or 2	(1 not much - 5 very much)
Group description of picture	71 %	22%	7%	

Total no. of students in activity 69

Figure 15: Table of Liking or disliking the activity: Description of picture Did you learn something?

Note 2: List of Students' Responses to liking or disliking Group description of picture

Specific reasons for liking/disliking the activity were:

Group Work	number of students who answered this
We did it in group	7
Presenting with friends	20
Learning taking place	
I liked describing	5
I learned describing	4
I learned words	2
I learned prepositions	1
I learned good/bad habits	1
Personalized learning	
I learned bad habits I don't know have	1
Helps me with my bad habits	1
Like because we can see our	
bad habits and change	1
I like that we know what's wrong	1
General positive	
All of it	5
I liked the activities	4
I liked the teacher's examples	1
General Negative	
I don't like presenting	3
I don't like it	4
I didn't have enough time	1

Reflecting on Bad Habits
Part A Writing your bad habits

Number of students	Answer gave (1 not much-5 very much)
27	4
8	5
12	3
3	2
2	1
1	No answer

  Total of 52 (one did not answer)

- 35/52 answered 4 or 5. So 67% rated the activity highly
- 5/52 answered 2 or 1. So 19% gave the activity a low rating.
- 12/52 answered 3.   So 23% gave an average rating

Part B Finding your classmate's bad habits

Number of students	Answer gave (1not much-5very much)
28	4
9	5
8	3
3	2
3	1
2	No answer

 Total of 51 (two did not answer)
- 37/51 answered 4 or 5. So 72% rated the activity highly
-   6/51 answered 2 or 1. So 12% gave the activity a low rating.
-   8/51 answered 3.   So 16% gave an average rating

	Percent students responding:		
Activity	4 or 5	3	1 or 2
Part A Writing your bad habits $_1$	67%	23%	19%
Part B Finding your classmate's bad habits $_2$	72%	16%	12%

Total no. of students participating $_1$ 52; Total no. of students participating $_2$ 51

Figure 16: Table of Liking or disliking the activity: Part A Writing your and Part B Finding your e n c u u o c v g ø u " d c f " j c d k v u

Note 3: List of Students' Responses to liking or disliking Reflecting on bad habits
Here are specific reasons given for liking/disliking the activity.

Personalized Learning (Bad Habits)
I helped classmates with bad habits
I think it's interesting to know yours bad habits
I like to share my bad habits to people of class
Think of my bad habits
I like finding my classmates bad habits (3 students)
The consequences of bad habits
Writing my bad habits on paper
I liked writing my bad habits
I liked talking to my classmates about bad habits
I know the bad habits I have
I like the activity because I think about my bad habits
Perquè esta bé donar-se conte de els mal habits que tens
Because I see my bad habits
I learned from the activity because now I can complete the promise
I like the promise
Corregir els bad habits
M'agradat totes les activitats de bad habits però unes no les entenia
The most I like finding a classmate
I like everything/m'agradat tot/tot/I like the task (4 students)
I like so much because is so funny/because is funny (2 students)
M'agradat totes les activitats de bad habits però unes no les entenia
The most I like finding a classmate
I like everything/m'agradat tot/tot/I like the task (4 students)
I like so much because is so funny/because is funny (2 students)

General Negative Comments
I don't like anything
Perquè no m'acaba d'agradar
Because is bored

Part 2 Observation of group dynamics in the classes.

a) How did the students work in groups? No additional information is added.

b) Was there presence of peer-sharing, peer-helping?
Specific numbers for this activity could not be provided by the two teachers, but yes by the mentor.
In the activity:

Short video nurse:
28/02/Mentor   27/28 Stds   1C   There was presence of peer-helping and peer-sharing.

Describing a picture:
2/03/ Mentor   27/27 Stds   1A   - Peer-helping 50%,   Peer-sharing 50%
2/03/ Mentor   1C   - Peer-helping 12/28, Peer-sharing 25/28

Reflecting on bad habits:
6/03/Mentor   1C   - Peer-helping 4/24, Peer-sharing 10/24

Activity	Class	Presence of: peer-helping	peer-sharing
Short video nurse[1]	All classes	presence of peer helping and peer sharing	

Describing a picture[2]	1A	50%	50%
Describing a picture[3]	1C	43%	89%
Reflecting on bad habits[4]	1C	17%	42%

No. of students in class[1] 28; class[2] 27; class[3] 28; class[4] 24

Figure 17: Table of Presence of peer-sharing and peer-helping in: Short video of nurse, Describing a Picture and Reflecting on bad habits

c) Were there any specific group dynamics?
More detailed data from students' responses: (*students giving presentation did not participate)

Total number of students who answered in 1B   25

Group	Yes	No	No. of students in group that did not respond *
Group 1	18	3	4
Group 2	21	0	4
Group 3	22	0	3
Group 4	17	3	5
Group 5	19	2	4
Group 6	19	2	4

Total number of students who answered in 1C   24

Group	Yes	No	No. of students in group that did not respond *
Group 1	17	2	5
Group 2	19	1	4
Group 3	10	9	5 significant difference commented in data analysis
Group 4	20	1	3
Group 5	19	1	4
Group 6	21	0	3

Total number of students who answered in 1A   23

Group	Yes	No	No. of students in group that did not respond *
Group 1	13	5	5
Group 2	14	6	3
Group 3	5	14	4
Group 4	17	2	4

Group 5	18	3	2
Group 6	16	3	4

1B   Here students agreed 85% to 100% of the time.

Group 1	86%
Group 2	100%
Group 3	100%
Group 4	85%
Group 5	91%
Group 6	91%

1C Here students agreed 90% to 100% of the time. Except for * commented in data analysis

Group 1	90%
Group 2	95%
Group 3	53% *
Group 4	95%
Group 5	95%
Group 6	100%

1A Here students agreed 70% to 90% of the time.

Group 1	72%
Group 2	70%
Group 3	74%
Group 4	90%
Group 5	86%
Group 6	84%

d) Did students show preference for this type of activity?

This preference for group activity was later also present in the activity of "Bad habits"
Part A Writing your bad habits was individual
Number of students   Answer gave (1 not much-5 very much)

27	4
8	5
12	3
3	2
2	1
1	No answer

  Total number of students 52 (one did not answer)
- 35/52 answered 4 or 5. So 67% rated the activity highly
-    5/52 answered 2 or 1. So 19% gave the activity a low rating.
- 12/52 answered 3.   So 23% gave an average rating

Part B Finding your classmate's bad habits in pairs or threes
Number of students   Answer gave (1 not much-5 very much)

28	4
9	5
8	3
3	2
3	1
2	No answer

Total number of students 51 (two did not answer)
- 37/51 answered 4 or 5. So 72% rated the activity highly
- 6/51 answered 2 or 1. So 12% gave the activity a low rating.
- 8/51 answered 3.   So 16% gave an average rating

Part 3 The presence of internalization of the tasks by the students

Short video of nurse:
"Did you learn something?"
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave (1 not much-5 very much)
3	5
3	4
1	3.5
1	2.5

Total Number students 8
3/8   37.5% answered 5
3/8   37.5% answered 4
1/8   12.5% answered 3.5
1/8   12.5% answered 2.5
75% of the students answered 4 or 5 while only 12.5% answered below a 3.

Graphs about questionnaire:
"Did you learn something?"
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave (1 not much-5 very much)
1	5
5	4
1	3
1	4.5

Total number of students 8
1/8   12.5% answered 5
1/8   12.5% answered 4.5
5/8   62.5% answered 4
1/8   12.5% answered 3
7/8 or 87.5% answered 4 to 5 while there was nobody who answered below 3.

Introduction of final task:
"Did you learn something?"
Number of students   Answer gave (1 not much-5 very much)

Number of students	Answer gave (1 not much-5 very much)
2	5
1	2
4	4
1	4.5

Total number of students 8
2/8   25% answered 5
1/8   12.5% answered 4.5
4/8   50% answered 4
1/8   12.5% answered 2
87,5% of the students answered from 4 to 5. Here 12.5% considered they did not learn.

Describing of Picture: Group description of picture in the Student questionnaire 1.
"Did you feel that you learned something?   Yes   No"
Students who answered   Yes   63
Students who answered   No   7

Students who said Yes 63/70 90%
Students who said No   7/70   10%

Students' responses to why they liked/disliked the activity.
Reflecting on bad habits Answers to questionnaire.
Students writing bad habits (an individual activity)
Students speaking about bad habits (a pair or small group activity)

"Did you feel that you learned something?   Yes   No"
Students who answered   Yes   47
Students who answered   No   4
        Circled both Yes and No   2
Students who answered Yes   47/51   92%
Students who answered No   4/51   8%

                    Percentage of students who answered:

Activity	Yes	No
Group description of picture₁	90%	10%
Reflecting on bad habits₂	92%	8%

Total no. of students in study ₁70; study₂ 51

Figure 18: Table of Perception of learning in: Group description of picture and Reflecting on bad habits

Appendix V

The following information has been taken from the Appendix of the paper Mòdul comú: Formació r u k e q r g f c i ¼ i Master de Formació Professorat de Secundària UAB cursat 2019-2020. The questionnaire was carried out and compiled by Elisenda Vila and Cristina Surroca.
(Response from questionnaire question made to students of 1st ESO during first part of Practicum)

7. T'avens amb els teus companys de classe?
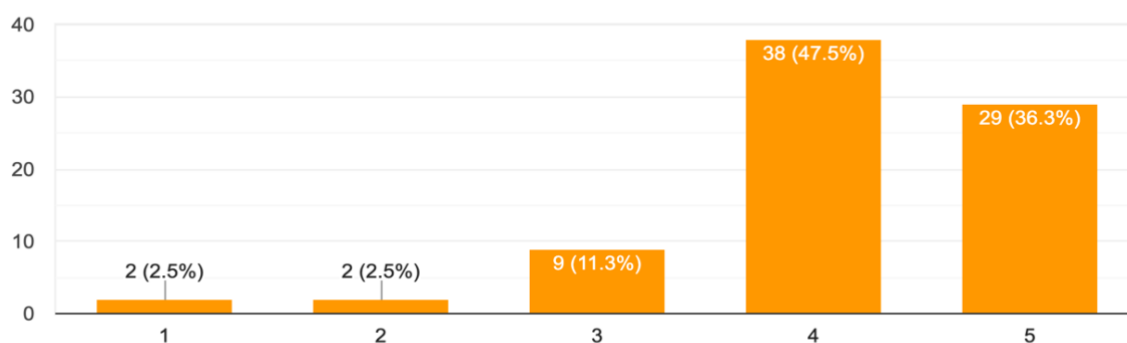
80 responses

Figure 19< " E j c t v " 9 " q h " u v w f g p v u ø " c p u y g t u " h t q o " v j g " R t c e

Avenir-se amb els companys

Aquí 83.8% han respost 4 i 5 en una escala de (1 poc-5 molt). Les respostes negatives deien que "No amb tots", "Treballo més be amb uns" i "Amb uns em troba millor que altres".

8. Em sento valorat i recolzat pels meus companys.
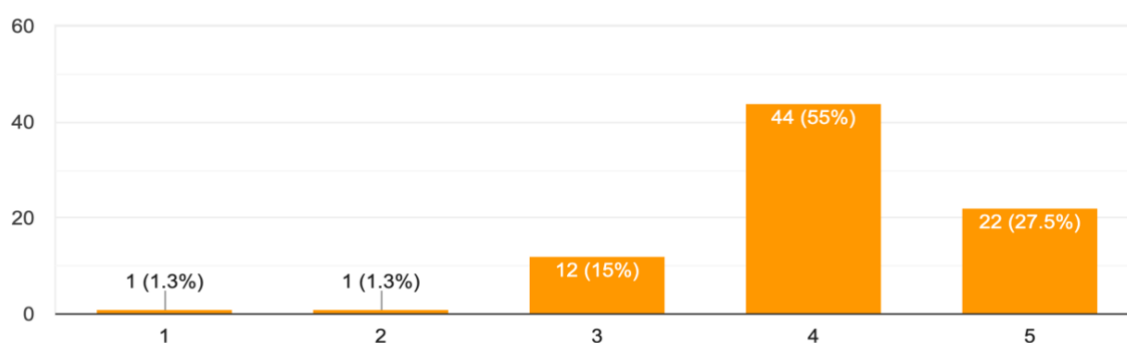
80 responses

Figure 20: Chart 8 of students' answers from the Practicum survey

Em sento valorat pels companys

82.5% han respost 4 i 5 en una escala de (1 poc-5 molt). Unes respostes: "Són amables i respectuosos, "Em fan cas" "Són amables" i molts en respòs "M'ajuden".