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**TITLE**: Exploring teaching practices that promote internal feedback

**ABSTRACT**

**Problem statement**

One of the challenges of society, to which the teaching of basic education aims to respond, is to contribute to the development of the competence of learning to learn and, specifically, of self-regulation of student learning. From educational research, the relationship between this competence development and formative assessment has already been evidenced (Broadbent et al., 2021). In this sense, it is understood that feedback processes require an active role of the students, since it is through this process that they give meaning to the information to improve their learning process. However, the process of internalizing information so that students regulate their own learning more effectively continues to be a "black box" (Lui & Andrade, 2022).

**Research questions**

In this context, the project *Estratègies de feedback intern pel desplegament dels nous curriculas competencials: cap a l'autoregulació de l'aprenentatge de l'alumnat* (EFICCA3) [Internal feedback strategies for the deployment of the new competency curricula: towards the self-regulation of student learning] proposes to seek and understand feedback practices to promote student self-regulation. To this end, the following questions are posed: i) what patterns lead feedback to influence the self-regulation of learning? and ii) what do our students do to generate internal feedback?

Specifically, this project has 4 objectives: OE1. Identify the characteristics and factors of internalized feedback practices to promote student self-regulation; OE2. Develop and validate an instrument for the detection of success stories based on the characteristics and key factors of internalized feedback processes for student self-regulation; OE3. To identify successful practices on internalized feedback processes for the self-regulation of students in international and local schools; OE4. To analyse the key processes for ensuring successful feedback practices internalised by the development of students' self-regulation, in order to establish a possible itinerary or path that teaching teams can follow.

**Research methodology**

To answer the objective and the research questions, a bibliographic and documentary analysis has been carried out. Based on this, an instrument has been developed to collect the characteristics and key factors of internal feedback strategies. With this instrument, cases of good practice (rest of Europe and Catalonia) will be selected. The selected cases will be analysed based on interviews with the heads of the centres and teachers that carry out these practices.

**Expected results**

Through this methodology it is expected to develop didactic materials for teachers that allow them to know strategies for the implementation of practices that promote internal feedback and therefore contribute to the development of the competence of learning to learn and the self-regulation of learning.

**Keywords:** self-regulation, internal feedback, basic education, competence development

**References**

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