

## Projects r+i+i: Research

Consulted on 09-02-2023 in <http://www.psyed.edu.es/grintie/>

### Project Name

**Learning with meaning. Strategies, tools and practices for personalizing school learning.**

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**Financing source:**

Instituto de TecnologÃ-as, EducaciÃ³n y Aprendizaje (INTEA), FundaciÃ³n Santa MarÃ-a -FSM

**Reference:**

Proyecto FBiG 308977

**Start date:** 2016

**End date:** 2019

## Abstract

This project is part of the efforts that are currently being carried out at different levels (teaching practices, research and educational policies) to reinforce and recover the meaning that children, young people and adults attribute to their learning in formal and educational institutions. The loss of the sense of education and school learning is a phenomenon that is manifested at practically all levels of the education system and affects different countries. Among its causes, it is worth mentioning the fact that students often perceive that the school learning is disconnected from their personal trajectories of learning. This is why one of the most important ways to help students to recover, reinforce and reconstruct the meaning of school learning is to break down the barriers that separate school learning from personal learning trajectories, that is, to personalize the learning that takes place in formal education institutions. Personalization is a remaining question in schools. However, there are schools, institutes and teachers that are developing practices that seek to move in this direction.

Considering this scenario, the project aims to identify, document, analyze and disseminate experiences, proposals and practices of personalization of school learning, as well as the strategies and instruments used in them, with proven capacity to promote and reinforce the meaningful learning among students.

For this, a multiple case study is combined with a design-based implementation research of educational innovations. The collection and analysis of data is done through the usual procedures and instruments of these approaches: audio and narrative records of meetings with teachers, interviews with stakeholders, observations of the development of practices, follow-up questionnaires, self reports and field diary. The research involves 12 schools in four areas: Barcelona, Lleida, Madrid and Mexico D.F. The design includes, in addition to a previous phase of preparation and revision, two complete cycles, each one with the following phases: identification or design of innovative practices of personalization of school learning, implementation and monitoring, analysis of results and revision of original designs.

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