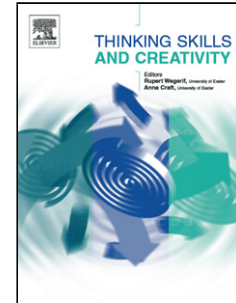


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Authors: Angelina Sánchez-Martí, Marta Sabariego Puig, Antoni Ruiz-Bueno, Rubén Anglés Regos



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IMPLEMENTATION AND ASSESSMENT OF AN EXPERIMENT IN REFLECTIVE THINKING TO ENRICH HIGHER EDUCATION STUDENTS' LEARNING THROUGH MEDIATED NARRATIVES

Angelina Sánchez-Martí. Universitat Autònoma de Barcelona. Department of Systematic and Social Pedagogy. Plaça del Coneixement. Building G6, Office 173. Campus de la UAB, 08193 Bellaterra (Cerdanyola del Vallès), Barcelona, Spain. E-mail: angelina.sanchez@uab.cat +34 935811411

Marta Sabariego Puig. Universitat de Barcelona. Department of Research Methods and Diagnosis in Education. Passeig de la Vall d'Hebron, 171. Building Llevant, 2nd floor, Office 276. Campus Mundet, 08035 Barcelona, Spain. E-mail: martasabariego@ub.edu +34 934035220

Antoni Ruiz-Bueno. Universitat de Barcelona. Department of Research Methods and Diagnosis in Education. Passeig de la Vall d'Hebron, 171. Building Llevant, 2nd floor, Office 275. Campus Mundet, 08035 Barcelona, Spain. E-mail: antoniruibueno@ub.edu +34 934035219

Rubén Anglés Regos. Universitat de Barcelona. Department of Research Methods and Diagnosis in Education. Passeig de la Vall d'Hebron, 171. Building Llevant, 2nd floor, Office 209. Campus Mundet, 08035 Barcelona, Spain. E-mail: angles.psi@ub.edu +34 934035207

Highlights

- Monitoring the development of students' subjectivity is possible through narratives
- Narrative-reflective apparatuses help creating conflict and drive action
- Narrative-reflective thinking break students' belief systems and their representations
- Reflective thinking help raising awareness of what students learn and how
- Reflective thinking help linking knowledge with experience and go beyond

Abstract

This article describes an intervention aimed at fostering reflective thinking in order to investigate its impact in the learning process and competences development of two groups of second-year students on the Early Childhood Education Degree at the University of Barcelona. The design of the study was based on experimental parameters which we characterise here as quasi-experimental with a quasi-control group. The apparatuses used were narrative approaches as vehicles for reflection on students' own activities. A self-administered questionnaire (with closed and open written responses) assessed the effects of the intervention. The resulting data were analysed with triangulated statistical techniques (lexicometry and bivariate statistics). Our findings confirm that reflective thinking through narratives is valuable for the meaningful understanding of knowledge and its reinterpretation from the standpoint of students' self-regulation of their own learning.

Keywords Higher education; reflexivity; pre-service teachers; skills development; learning; narratives

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