



FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

OUTSIDE THE BOX. Promoting self-regulated learning in secondary education through an arts integrated approach

Public defense to obtain the degree of
DOCTOR IN EDUCATIONAL SCIENCES
(Option: Adult Educational Sciences)

by

Mrs Ankeliën Kindekens

which will take place on
September 12th at 18.00

Room D.2.01 (promotiezaal) Campus Etterbeek

Jury:

INTERNAL:

Prof. Dr. Liesbeth De Donder / Faculty of Psychology and Educational Sciences

Prof. Dr. Nadine Engels / Faculty of Psychology and Educational Sciences

Prof. Dr. Willem Elias / Faculty of Psychology and Educational Sciences

EXTERNAL:

Prof. Dr. Barend van Heusden / Faculty of Arts, University of Groningen

Prof. Dr. John Steers / University of Roehampton

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Vrije Universiteit Brussel



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Summary

Boys achieve less than girls at secondary school. Furthermore, they repeat a grade more often, are more represented in the group of drop-outs and are less likely to move on to higher education. Research increasingly aimed to explain these gender differences but findings are still found to be inconclusive. Students' level of self-regulated learning (SRL) is strongly related with achievement and could therefore be of importance for explaining the achievement gender gap. Using data on lower-secondary school students from Belgium, it was found that girls report higher levels of SRL than their male peers. Moreover, these differences in SRL development can be considered one of the reasons for the overrepresentation of boys being grade retained at the end of the first grade of secondary school.

Bearing these results in mind and given the importance of well developed self-regulatory skills for learning in and beyond school, teachers play a central role in equipping all students with these indispensable skills. However, most teachers report to be insufficiently equipped with knowledge and teaching strategies to allow students to take responsibility over their learning activities. Yet, the transfer of educational methods used in arts education may support teachers to further introduce SRL into their daily teaching practice.

A strong empirical base still lacks however in order to examine the potential and to endorse the deployment of arts education for enhancing students' SRL strategies. Additionally, within the field of arts education, research also revealed a strong need for new ways to evaluate arts education and arts integrated teaching. By scrutinizing the arts educational practice based on the theoretical framework of SRL and SRL promotion, this dissertation instigated answers to both research vacuums.

Curriculum Vitae

Ankelien Kindekens holds a Master's degree in Arts Science, specialization Fine Arts (University of Ghent, 2008). She also followed a Master after Master in Cultural Sciences (Vrije Universiteit Brussel). After three years working in the field of informal adult education, she started working in 2012 as a researcher at the Vrije Universiteit Brussel on the implementation of arts education in the curriculum at secondary school level, with a focus on self-regulated learning environments .

The research of Ankelien was embedded in an extensive inter-university research project, funded by the Flemish government agency for innovation by Science and Technology (IWT, Strategic Basic Research): "Teaching in the Bed of Procrustes", exploring the effectiveness of gender-sensitive strategies with regard to academic achievement, school retardation, dropout, the motivation to learn and the aspirations of boys and girls in secondary education.

