Creating the “Learning Through Thinking Scale” Primary Level

María Francisca González Calleja, University of Valladolid, Spain
María Teresa Cairo, Catholic University of Milano, Italy
María Ángelica Inmaculada Calleja, University of Valladolid, Spain
María Grazia Francia, Catholic University of Milano, Italy
Camino Curero, University of Valladolid, Spain
Rocio Berenguer, University of Valladolid, Spain
Cristina Junquera, University of Salamanca, Spain
Isaac Mañanes, University of Salamanca, Spain

Creating Learning Self-Evaluation Scale called “Learning Through Thinking Scale” is a research we had been working for more than a decade. We started working with Secondary and University students (Calleja, Mª. F., 1991, 1994). Self-informs were used to get information about learning in a natural context (Mischel, W. y Shoda, Y., 1995; Zimmerman, B., 1989, 2000). Taking this information into account, a scale was created for each level (Secondary and University) using student’s phrases as items for the scales. Both scales are reliable and valid (Calleja, Mª. F., 2006, 2008).

The intervention with Primary level students, their families and their teachers was done during 7 month (October-April) and consisted on the development of project called “Acquisition, Training and Improvement of General Learning Strategies”.

We also present how the Learning Though Thinking Scale: Primary Level is being create and the first statistical results (reliability analysis and factorial analysis). The Secondary and University Scales has been very useful in order to development General Learning Strategies (Pozo, J.I. y Monereo, C., 2000) which improved the Self-Efficacy (Bandura, 1997). Therefore, creating the Primary Level Scale would be so important.

Keywords:
General Learning Strategies, Problems Solutions, Attention, Self-Control, Family and Teachers.

References:


