

Inclusive open schooling with engaging and future-oriented science



# **BEST PRACTICES**

Description for the website:

Title: Participatory Research to improve mental health at the Vázquez Montalban Secondary School

This good practice reports an open schooling initiative about "Participatory Research to improve mental health at the Vázquez Montalban Secondary School ", which was developed by the teacher **Yolanda**Navarro de l'Institut Manuel Vázquez Montalbán from 07/03/22 to 27/04/22. The activities were supported by the Living Lab for Health of IrsiCaixa.

**Care**: Students were worried about how to take care of their mental health. In total, 108 students who were 16-17 years old and were studying 1st year of Baccalaureate participated.

**Know**: The students learned about using the scientific method to solve real-life problems, biology concepts on mental health, and participation and communication skills. Other skills that the students put into practice were debating, asking questions, voting and consensus, co-creating recommendations and presenting results.

**Do**: In the end, the students participated in the Final Congress of Sentinel Schools presenting the recommendations for improvement agreed by the educational community. They completed the activities in groups and with the support of families, although not in full.

**Findings related to Open Schooling approach**: The activity includes aspects from the curriculum, but it is necessary to consider the time to spend into the activities to match them in the schedule. It was challenging to implement it because it was new to teachers, but very relevant and innovative. Open Schooling can be useful for other teachers because it allows them to work on any topic of interest with a very interesting collaborative approach

| Change/innovation supported by: | [] schoolhead [   | ] school association/network | [ ] local government |
|---------------------------------|-------------------|------------------------------|----------------------|
|                                 | [X] Other: Living | Lab for Health               |                      |

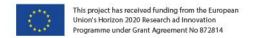
**Students' Outcomes:** The students fulfilled the task, but without too much motivation since it was not a topic that they had chosen. However, in the end they ended up happy with the results obtained.

## This practice contributed to increasing:

[ x ] families' engagement in science [X] girls' participation in science. [ ] students' science careers awareness

Please select the most relevant photo about your initiative (which will be public, and will be published with open license to represent the practice.









| ABC | ABOUT THE CONNECT INSTITUTION that supported the educational center      |  |  |
|-----|--|--|--|
|     | ORGANIZATION   | IRSI (SENTINEL SCHOOLS)  |  |
|     | COUNTRY  | SPAIN  |  |
|     | Contact Person Name  | LAIA VIVES   |  |
|     | Implementation period  | Start date: 07/ 03/ 22 End date: 27/ 04/ 22  |  |
| ABC | ABOUT THE TEACHERS INTERVIEWED   |  |  |
|     | EDUCATIONAL CENTER   | INSTITUT MANUEL VÁZQUEZ MONTALBÁN  |  |
|     | TEACHERS (name and surname) (for certificates of inspiring practices)    | YOLANDA NAVARRO  |  |
|     | GENRE  | FEMININE   |  |
|     | AREA (Science, Physics, Chemistry, Biology,)                             | Science  |  |
|     | How many sessions have you implemented the CONNECT Educational Resource? | 6 SESSIONS OF 50 minutes   |  |
|     | Title of the educational resource used                                   | "Participatory research to improve the model of promotion of mental health in schools" |  |
|     | Curriculum   | Science  |  |
| ABC | ABOUT THE STUDENTS OF THE TEACHERS                                       |  |  |
|     | Course   | 1 <sup>st</sup> Baccalaureate  |  |
|     | Age  | 16-17 YEARS  |  |
|     | Total number of students participating                                   | 108 STUDENTS   |  |
|     | Total number of students who have completed the activities               | 108 STUDENTS   |  |





| SCIENTISTS INVOLVED: |       |  |
|----------------------|-------|--|
|                      | Name  | Laia Vives Adrián and Rosina Malagrida |
|                      | Field |  |

## **QUESTIONNAIRE**

**01.** How did you (teachers) use open schooling resources? Could you please describe what did you do in your lessons?

We used the 6-session participatory research guide. It took us a while to understand the dynamics that were proposed, but with the support of Living Lab we were able to solve them and implement the activities as they were described.

#### **Activities of Students with scientists:**

At the final congress where we presented the results of our participatory research together with other educational centers (us online) we could hear the scientists of the project presenting their results and we were able to see a session of exchange of opinions with Lluís Lalucat, a mental health professional.

### **Activities of Students with families:**

During participatory research, the students twice proposed activities with their family. However, we did not get a full participation in this part.

**02.** How did your students used CONNECT resources? Do you have (or could describe) any samples of best science actions (for our website / reward)?

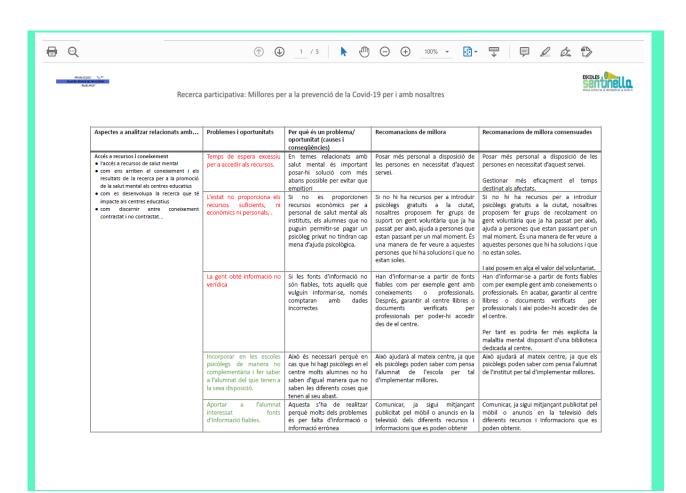
#### Any example of what students prepared?

Grid of problems and opportunities of the current model of mental health promotion in our school and recommendations for improvement.

Slide? Poster? Video clip? (Add some images if it is possible)







### 03. How well did science-action resources meet your needs?

Needs for example related to school curriculum:

#### Students' engagement:

They complied and participated during the activities although it was not a topic of their choice.

#### Students' interest and confidence in science:

There is a great diversity among students regarding interest and confidence in science. They are generally interested in what science can offer them for their daily lives, but there are also some who have their reservations.





## 03. How easy or difficult were science-action resources to use?

At first we found it a little difficult to understand, but after discussing them personally with the Living Lab for Health, the implementation of the resources was easy.

Please add any specific issues related to materials, procedures, interactions or curriculum:

Participatory research within the educational program must be foreseen in advance, since it involves many hours that must have been taken from other subjects.

## 05. What were the benefits of open schooling for your students?

Describe the students' outcomes in their science-actions related to:

| KNOWLEDGE | <ul> <li>Concepts about mental health</li> <li>What affects mental health at the systemic level, from the different categories of analysis we used.</li> </ul>                  |
|-----------|---|
| SKILLS    | <ul> <li>Debate</li> <li>Speaking</li> <li>Ask yourself questions</li> <li>Analysis of problems and opportunities and co-creation of recommendations for improvement</li> </ul> |
| ATTITUDE  | <ul><li>Collaborative attitude</li><li>Respect for others</li></ul>   |

| what were the chancinges of using science-actions for your students: |
|--|
| Select the main challenges faced by students with and example:       |
| ☑ Difficult  |
| ⊠ Long   |
| ☐ Boring   |

#### 07. Which activities worked well with the curriculum?

☐ Other (Please, specify): ...

I think the links are not very obvious although it is clear that scientific competence is a demand of the curriculum. Regarding the issue of mental health, it is addressed in some way but not from this perspective.

What helped kids to meet the learning objectives:





08. Which activities did not work well with the curriculum?

What has cost us the most has been to fit it within the programming, which is very demanding at that educational period.

Anything that could be done differently or avoided:

It would be necessary to start the implementation from the beginning of the academic year.

