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Making Self-Regulation Unavoidable: Designing an Analogue Game-Based Activity Package for Out-Of-School Learners in Bangkok

Araya Saengkhao , Prachuab Tongsri

Faculty of Education, Srinakharinwirot University, Thailand

Abstract

Thailand identified more than one million out-of-school children when its national Zero Dropout initiative began, and meta-analytic evidence indicates that games leave metacognitive outcomes unchanged unless scaffolding is deliberate. This paper reports
the design and expert validation of "Life Planner", an analogue activity package developed to strengthen the self-regulated learning of learners aged 10 to 15 at a District learning encouragement centre in bangkok. Its objective is to develop the package so that it meets defined quality criteria; the contribution is the design rationale rather than an effectiveness claim. The package comprises three activity sets, namely My Dream Shop, Survival Mission and Crisis Response Team, each staging the three phases of Zimmerman’s cycle as unavoidable moments of play: a planning round before the first turn, a mid-game checkpoint against the stated plan, and a structured closing reflection. A theme-scoped chatbot answers with guiding questions rather than solutions, so that help-seeking is exercised and agency remains with the learner. Development followed four phases of analysis, design, development and validation. Three experts examined 205 items using the Index of Item-Objective Congruence: mean IOC was 0.95 and 99.02 per cent met the 0.50 criterion, and the two items that did not, both concerning the time the activities demand, were revised before use. Overall package quality was rated 4.57 on a five-point scale against a criterion of 3.51. An effectiveness trial is reported separately.

Keywords: Adaptive Help-Seeking, Content Validity, Educational Innovation, Metacognition, Non-Formal Education