

PARTICIPATORY DEVELOPMENT PHILOSOPHY AND THE CLASSICAL GROUNDED THEORY

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ABSTRACT: *Participatory development philosophy (PDP) as a new sight in the education field has been a necessarily shifting to allow student's abilities preparing for the future. The pedagogy of Participatory development has established by using the descriptive method and qualitative research. The aims of the recent paper are to identify participatory development philosophy concepts, and also, to illustrate the development procedures. Regarding to that aims, the paper has attended an elaborating discussion about the diagraming model and the exploration theory of the approach by representing them in a separate label. The approach has been following significant implementations for the tools and analyzing methods. The argumentative results are emerged into three major points: (1) Participatory development approach is an applied approach that it passed on productive and shared new idea with the participatory team, and so that encourages student attainment of learning experience. (2) Participatory feedback is one of the approach powers and it contemplates as a part of the learning environment. (3) The participatory development processing has formed on four stages planning, implementation, evaluation, and development stage.*

KEYWORDS: participatory development, participatory model, participatory philosophy, classical grounded theory, participatory development processes

INTRODUCTION

Rapid transformation in the Educational systems, and how pupils are learning is the most important affair in all countries over the world. Because it has been cleared that the civilization's degree in any culture is based on how outcomes learning level are being there. Even though, there are various educational approaches, which are stand upon several of theories, it is still a strikingly, that the education field is an opening domain for new invention and interpretation theories. And that, actually, due to the varying sides of societies contemplation and life.

Turns out, creation a new method which is trying to demystify of how student is making more effectively engagement and deliberately in particular of that field as a co-designer, it is definitely, worthwhile. This announcement is concerned specifically on the improvement of the quality and the increasement of student participation's character and level in syllabus designing. The influence of participation will be a part of their lifestyle outside the class, also, it is guiding to inspire sense of lifelong learning. Plenty of studies have emphasized on combining lifelong learning principals with curriculum on early learning stages in any case, with courses, or as a separate portion. Also, they have been looking at the students' influence after that kind of course which is the mostly outcomes that all education's institution looking for, and, yet it should be situated in the central of the Educational System.

According to Wand (2005), each student or adult voice is competing for space in the classroom. However, some authors argued the point view bellow; school can enhance student's motivation and performance if they actually giving students significant input into their own learning (Gerard, 2008). The same argument had been found earlier by Hayward who saied:" the tendency toward broader participation in policy and planning in education fits into a larger trend discernible in many other sections of modern society (Hayward, 1974). That opinion seemed to be thinking out of the box disciplinary. At the same point, other study reported out the importance of student's participation in the classroom as a co- creator, which "involves the design and development of systematic techniques to encourage to active participation of users in the discission – making process" (Huang, 2015).

Curriculum design theory is derived from the communicative paradigm, as such the communicative paradigm is embedded on descriptive theory which is concerned on how individual decisions are made in the curriculum design process and thus that yields clear understanding as confirmed by Voerman & Gustafson (2004) which cited by (Pieters, Roblin, and Voogt 2019).

In addition of that, it follows the collaborative design, that means in terms of curriculum design by teacher sort of community practice, which is processed to negotiation and interpretation to lead self-learning and self-evaluation taking place (Pieters et al., 2019).Partly as a consequence, there are some aspects of the collaborative design method were being investigated by Hudd (2003) and intentionally, it may not be the only announcements to start coopratively development, but it can be the first of being used as conditionals in this field:

- a. encouragement students to more anticipation in spite of course design and implementation of class material.
- b. such student enables to debate exercise, to prove problem- solving skills and profound understanding as such are increased.
- c. relationships between student and instructor, and between students and material are concerned and guided by students
- d. student has consistency of opportunities which are start from the input of the course until course content is finished.
- e. ensuring that the format of the material representation, and the manner of their performance are assessed.

The controversy above, contains an introspection and deliberation about the mutually benefits of course designing collaboratively. That are guiding the reader to multidimensional benefits of course designing or re-designing that are "including of ongoing professional dialogue and peer support, and also, the academic development of faculty and improved course design and delivery, are contained (Brown, Eaton, Jscobsen, Roy, and Friesen 2013). This type of courses expresses about pedagogy evolution, it works originally as a speculative method for student on their learning by providing opportunities to be engaged with the epistemological topics conforming to klen, cordener, and Baiocchi (2012), and similarly, to ample opportunities for feedback, discussions, and reflection on the process to have a deep affiliation. And that really, allowing students to expand their own previous ideas which the student had been learning before, by feeling a sense of control over their own education, and to be able to enhance engagement skills more than ever (klen et al., 2012).

Currently, the educator's voices to build rich curriculum implementation and innovation have been raised. Voogt, Pieters, and Handelzalts (2016) gave some examples for several studies that had published out about the empirical bases of teacher's professional development and collaborative curriculum design in order to reach curriculum implementation and innovation. Correspondingly, the working of the Center on Organization and Restructuring of schools which were referenced for amount of complementary studies employed continuedly for three and four years case study, and the collection of student test data covered 1500, elementary, middle and high schools throughout the United States, showed that comprehensive redesign of schools, including decentralization, shared decision making, schools within schools, teachers teaming, provisional staff, and cleared goals sharing with students, and parents, can improve student learning (Hord, 1997).

Hence, participatory development method is in this case as a medium to get disciplinary actions in terms of teacher professional development. It consequently let students flip through their learning in many responses in where positions are there. Besides, they are naturally going on complex challenges at the learning period to pass a real outcomes and prompts. A considerable, plenty of learning and teaching methods are rendered obsolete cause to digital learning, and the new styles of student learning is typically may not to be congruent with the learning styles in the past. Students need organizing the course materials to absorb new experience by compressing diverse problems and create their own ideas and convince others.

Every so after, all political and educators' efforts are straightforward strengthening the educational systems and confirming the learning environment to be more flexible, suitable and reinforcement than before, that should take broad-based persistence after the last pandemic. That automatically, need to be eager as much as we can in rethinking extremely about all sides of student learning to be able to face any circumstances in the future. In order, "to achieve a sustainable curriculum, "reforming that establishes change in educational practice, methodical and contexts- sensitive curriculum development is essential, considering various external factors and trends affects the process of curriculum development such as technology innovation" (Pieters, Roblin, and Voogt 2019, p83). Practically, the perceived importance of this shifting is underpinning with assimilation of social inclusion and that proliferation of scientific, to dedicate a procedural pedagogy which is presenting in all sides of student personality.

MATERIALS AND METHODS

This paper answers three questions as follow:

1. what is the participatory development philosophy?
2. which model could participatory development processes used?
3. What is the interpretation theory of the participatory development internal process?

The methodology in this paper has a qualitative design, which uses descriptive and thematic analysis methods. The sample consisted of one group with 32 of (level 11) high school female students, who have been the members of the participatory development project during 4 weeks. Research scheme shows in figure (1)

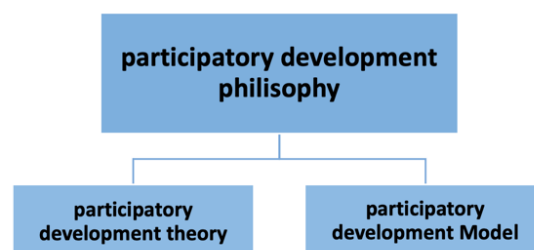


Figure 1: Research scheme

The paper intends on achieving three objectives relative to the main questions as bellow:

1. Determining participatory development philosophy as new view in the educational field.
2. Attending an illustration model of the participatory development steps included learning guides and instructors.
3. disclosing the interenal proceesses across the participatory development ongoing using clasical grounded theory.

RESULTS

The argumentative results are emerged into three major points: (1)) Participatory development approach is an applied approach that it passed on productive and shared new idea with the participatory team, and so that encourages student attainment of learning experience. (2) Participatory feedback is one of the approach powers and it contemplates as a part of the learning environment. (3) The participatory development processing has formed on four stages planning, implementation, evaluation, and development stage

DISCUSSION

Participatory development philosophy.

Outset, participatory philosophy approach is forged particularly by the profound insights and individual's ides of participators in any participatory project or operation, by dealing with their own decision- making process as the main issue in learning or adventure applying. So, that demands a suitable designing for activities related to their own life and previous experiences to fulfill a high percentage of interaction and engagement (Riley, Sood, and Robichaud 2017).

The term of participation had a wide developing since it was conserved in 1992, and in order the meaning changed too. To give premises of the meaning, the researcher was depending on studies' results which were arguing the concept and comprising recurrence referred to common meaning which is "The joint ownership decision where participation is occurred". For instance, Hart (1992) established an educational leader and named "the leader of participation" with sex stairs of participation levels, down from the law level of participation to handle "**decision- making participation**" the required level should be learners reached. That point packs the reader to the communication paradigm that we mentioned earlier. It focuses specifically on how people made that decision at the end (Hart, 1992).In (1998) Wenger presented an additional definition which was slightly different. He introduced the meaning of participation specifically as follow: when person taking a part of the participation operation, even as being part of it as cited on ((Hrastinski, 2009). Final

thought about meaning, in participatory development case students and teacher are the leaders and all have the same rights of decision making on the processes and the production in terms of participation ingress by following model's sequence stages. Methodologically, the approach reference seemed to be emerged from set of methodologies and theories such as participatory theory, and communication design. As we mentioned above about the communication design, the researcher will present some theories which are emanated by several editors. keusch (2015) & Voogt, Pieters, and Handelzalts (2016) brought an explanatory thought about participatory behaviour that amassed from numerous of theories as bellow:

1. Self-perception theory (SPT) by Bem's in 1972 who made the argument of the internal motivation; instead of external influences drives self-behaviour toward subsequent behaviour of participation.

2. Cognitive dissonance theory (CDT) in 1957 with Festinger who developed a model of the tension reduction. He accorded an obvious secure:

If two or more cognitive elements (e.g., views, thoughts, opinions, desires, or intentions) are perceived to be dissonant, pressure exists to reduce or eliminate this dissonance. Strategies to reduce dissonance involve changing behavioural or environmental cognitive elements that are dissonant and adding cognitive elements that are consonant (P. 198).

3. Commitment and involvement: according to Cialdini (2009) if people are engaging in any activity, the commitment feeling will be the guide for the next behaviour. Also, it will persist involving comic reflection and caring for any issues on the conscious stages.

4. Cyclic nature of learning and change refers to the interaction of the learning process of the cyclical nature of design which takes place through interactions with peers and the external stimuli, implementation practice, to attempt all-in student desired outcomes.

One point in fact, participatory development theories are multidimensional theories. That refers to two crucial conditions required, entirely preoccupied with the whole aspects of student's participation including attitude, belief, engagement, and behaviour. The second is teacher's attributes and provisional development. That sort of pedagogical approach has been functioned on scaffolding knowledge and information by applying in other context to fulfil a successful learning arrangement. Newmen counted the benefits of participatory approach that pupils are be embarked at sharing knowledge with others, learning from others, and working together in light of the practice guidelines. The student sententiously, will get a range of skills and competences that are classified within lifelong learning competences and problem solving for instant, and in appropriate, they are going to get sense of responsibility in both of planning for common learning, and also the ability to manage their own works (2020). The discussions and persuading which are happening in the participation's workplace between students one to other and between student and teacher and also how students are being dealing with the material are the most important effective factors in this process. vygotesky (1987) assured that point when he took about curriculum participatory disigh between teachers: "The two basic elements of curriculum design, materials (tools) and discourse (speech), make curriculum design capable of being seen as a mediated activity" (Voogt et al., 2016, p. 11).

Turns out the approach needs; it is a certain to be started from teachers' beliefs. They have to have personal sights of the student's new role in the recent age. Knowing exactly the benefits and the methods of how they can apply the approach strategies in their daily workplace. Furthermore, they should have analysis skill or even though trying to develop it using analysis app to let student pursuing course outcomes parallelly. Because

“everything in the curriculum- the learning outcomes, learning and teaching method, and assessment method- should follow one from another and be connected in demonstrable ways” (Conrad and Openo, 2018, p63).

The additional elements for this approach have to be the three elements which are reformed by other authors who stating that in reinforcing of successfully applying:

- 1) supplying alternative chance and adaptability in assignment and course activities
- 2) arranging equity over all learning possession and task
- 3) establishing healthy atmosphere for critical thinking (Simmon, Barnard, and Fennema 2011). Regardless of stance, if educators going to use the participatory approach as a method, that means set of levels, tools, and strategies should be concerned about.

In a more specific sense, to hold out a well practicing on the participatory development approach it must be focused on all principals which are composed by. Chambers presented the seventh prencipel in bellow:

- I. Having all right to participate
- II. Listening inaudible voices
- III. Seeking indigenious knowledge and diversity
- IV. Transposing learning
- V. Using various techniques
- VI. Passing over the stake
- VII. Swapping outlook and behaviour (Chambers, 2020).

Further, the new approach starts from teachers, by make a good plan to participate students on course design, as a co-designer, following clear instructions, using tailors’ teaching positions, and suitable tools.

Firstly, VSO (2004) proposed five levels for participatory development approach:

Table 1: participatory development approach

1	Informing
2	Consultation
3	Deciding together
4	Acting together
5	Supporting independent initiatives

(VSO, 2004)

Manitoba (2006) assumed some roles that serves as promotion for student learning to encourage the independent learning and developing student’s ability when educators are creating clear criteria and objectives for good practises in a supported and safety environment. The radical differences between participatory learning and participatory development are precisely the participatory learning spired in years ago by taking two stiles of learning: in the class and on the Internet. Also, the participatory development is using the same stiles by transmitting new method to creative and productive learning. The researcher has drawn the comparisons underlying three points:

First and foremost: The differences between the two approaches conducting in fourth points shows in the table below:

Table 2: differences between the two approaches

T	Element	participatory learning approach	participatory development approach
1	Aim	develop the social skills	develop the critical and transform sense
2	Responsibility	learner is response about self-learning	Learner teaks part of the operation, and the results.
3	Participation technique	experimental learning, problem solving	One operation, by thread of process, and one participatory production in the final
4	Feedback	one direction teacher - student	Multiple directions. teacher- student student - student student- teacher

(Researcher, 2021)

Secondly, participatory feedback in this approach is dealing as essential element, and part of learning environment. On the contrary of traditional feedback, it takes multiple directions, from teacher to student, student to student, and student to teacher. The reference points for teacher to attend a good feedback in this method is to be reconfigured. By the way, there are some conditions should be considered:

- 1) Documentation, using descriptive writing including strength and weakness sides. In this writing teacher should be allowing student to many pathways, concentrating on the attendant effort not a personality intelligent.
- 2) Transformation, as we noted above to multiple directions, to encourage the autonomy learning, and self-organization, that helps a require participation be achieved.
- 3) anecdotal observation and self- appraisal should be used.
- 4) Parallel designing for instruments.
- 5) Continuing comparing between results.

Lastly, added to these differences, the participatory approach could be used in many ways in which teacher or researcher might be implicated such as a tool, goal, or even as a turning point (Tufte & Mefalopulos, 2009). Participatory development approach is having four stages which are taking place by processing the development operation with moving between them sequentially, the participatory levels are carrying different procedures, objectives and as such varying outcomes. The students are pursuing development procedures and their own learning and be recognized of where are they at that moment. Consensually, Tufte & Mefalopulos (2009) shared four stratified stages to tackle the challenges of participatory development equipment:

- a) **Research Stage:** it is information collecting level, that requires conducting for all aspects about the problem itself, liberate the information collecting skills, the areas of the information based on community knowledge and the previous experiences.
- b) **Design Stage:** activity designing, in this stage the ownership, quality, and commitment to the development will be cleared and increased. In this case, the opinion and alter attitude climate as result have to be founded.
- c) **Implementation Stage:** the participation and adherent to the project should be appaired, by having senses of sustainability and importunity in terms of interoperability. Also, the work granted in this level occurs naturally, and students need in fact to strengthen the relationships by stimulate each other's, candid self- disclosure that allow new experience accomplished.
- d) **Evaluation Stage:** the function of the last stage is to make sure that work progresses are matching the indicators and norms. In the other hand to deconstruct the project's product accurately to lead up the explicit statement, and gearing students' working up to a will liaison.

i. participatory development modil.

Participatory development model is a constructive procedure for Participatory development approach. It has been established using analysis and discription methods. The act of establishing has been orgnized passing through tow essential stages: 1) building the framework of the model. 2) testing the model to give an enterpretation perpective for the interenal process by using grounded theory (clasical). The researcher has used qualitative method for more cautious expleanations and as a modest role for student devolobing in synthesis of learning and behaviour when they are engaging. This method is authorizing to design a new tools synchronously for the cases needed.

The theoritical pases of participatory development model:

The participatory development model is driven from the integration of assesement as learning and paricapatory development principales via inductive reasoning method and analyses reading.

Assessment as learning is a type of using assesement at learning to encourage students to be actevly engegemen when they are creating their own understanding to become "*adept at personaly monitoring what are they learning and use what are they discover from the monitoring to make adjustment adaptations and even major changes in their thinking*" (Manitoba, 2006, p. 53). It is also, as a key for a mount of learning aids such as indicator of what it is student are assumed to know, to learn, to engage in and how to be demonstrated (Schunk and Edition, 2014)

The participatory development model as I shall explean, a spectrum of steps which starts by following questions that are the answering of why the applying of the approach have hypothesized that within each step, and with an emphasis on the model's parts to give a clearly understanding for each stage. That has been significant implementation as Leavy (2014) highlighted "we would do better to focus on block of social life itself and not merely a system of messages that are transmitted – in whatever form- from sender to receiver" p. 360. That was, however, about the communication theory as one of the recent approach's discovered. It has emerged through extensions systematic procedures as bellow:

- 1) Analyzing the three assessment as learning elements which are including (learning, evaluation, and education) sectors. The finding were sex valuational strategies.
- 2)

3) Integrating the previous evaluation strategies that we have just found with the participatory development approach levels using immunity and resistance measure that would attained -as a result- real inscriptions. For student, they have to shape the course elements allover curriculum developing process via functioning assessment as learning strategies to redesign some subject's characters and they have -importantly- to utilize and interpret course finding in both of course production as well as self-appraisal. The main object for this approach is overemphasis on hearing

Heard voices.

4) Confirming the model content to a diagram evolving the fourth sequences stages. The diagram further indicates the relationships between the stages using arrow shape.

5) Adding participatory feedback element, which is penetrating to be dominant over all the model aspects, that serves to "joint ownership decision" and as so considers as feature of the recent model.

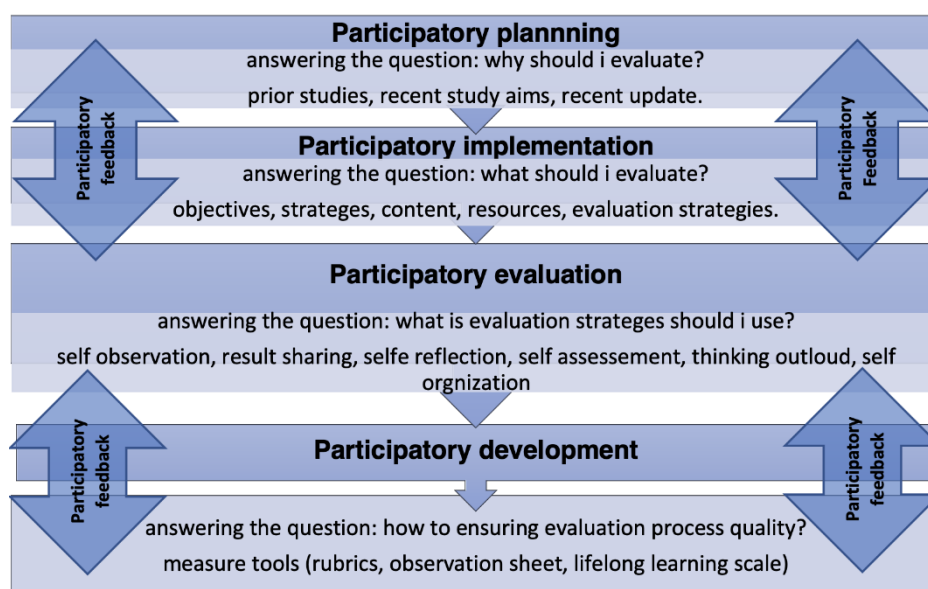


Figure 2: (participatory development model, 2021)

PARTICIPATORY DEVELOPMENT MODEL STAGES

Participatory planning stage: the fundamental stage of the participatory development model approach. It serves as beginning for the plane and, farther, underlined in whither for unit or portion or even the curriculum's elements re-designing. The changeable behavior for the new experience is more likely to be appeared in this stage "progressively". The participatory development model complexity procedures will be unfamiliar for the students in this moment, and to do so, the procedures of this level are to venture into the relationship's connection strengthening such as partner chosen, rights and instructions known, responsibility and adhered faced, and training to be adaptable. The students in this level attempt to attending an expectation for project outcomes by introducing their own notions. In this stage additionally, teacher's role will be swapped to a consulting and organizing role and participator as well. That will be occurred by providing students a useful guideline, a clear

assessment criterion, and sharing idea and decision with others. In short terms, however, the student work's finding in this stage is formed by critics on the unit subject and recreate a new one or just rethinking about the topics characterize. The goals for the planning stage are to achieve the bellow inquired outcomes as Manitoba reported:

1)

- knowledge about ourselves as learners and what influences our performance
- knowledge about learning strategies
- knowledge about when and why to use a strategy (2006, 53)

It may be important to note that, the model seemed viable at utilizing an array of capacities like the flexibility on applying and analyzing. One more point, the parallel designing for the resources and tools through participatory processes can be verified. The suitable research's tools for this stage should be the direct observation's scale to measure student's progress and rubric scale. The rubric grading does so by constructed based on what level of participation that they are done and rated the level on point scale.

Participatory implementation stage: the second stage therefore moves students to a higher level. The students will be generated to the next step carrying new skills and competences which he/ she had learned from the first stage. the implementation stage takes time over than all, because this has extraordinary works, they have to be faced all project's affairs that regardless to that team targets as so should take place in this stage. The participation frees the student from the convenient of having to expose a new unit, within objectives selection, and the other elements (content analysis, teaching and assessment strategies) which recruiting to lunch the development standards. The manner in which are student shapes the elements of course redesign explain what the participatory development means in terms of participatory education field. Student participation follows the participatory learning methods, such that working in beer, group, and individual as well. Teacher would confirm his method to use a documentary observation, and descriptive feedback to lead student know where his/ her seated at this moment. Apart from their own descriptive feedback, the right way to attend emphasizing writing is concentration embedded on the student's efforts which they are attending, not on the intelligence. The importance of this stage formulated as I have explained elsewhere, focused on both of the tasks and the product, within applying new articles which they are interesting in. They are trying to mix their own experiences by sharing skill and knowledge. That used of rational practicing has added a sense of commitment of the student's behavior to the work's contract. Also, self-supplement, is most important skill should student have been got. With an eye around participatory feedback's function, it is enacted working continually in all stages, as we demonstrated before, it is surrounded with all issues in the model steps, as so it considers as part of the learning environment.

Participatory evaluation stage: in this stage students are being completely ready to evaluate the work. Thus, the student self-production will be shown in this stage. The students had faced some issues, problems, and questions in the previous levels, and certainly new experience, so, that critical working and thinking are structurally, a discursive format in this level that produces knowledge. An even more vexing, the learner in this stage required to critic the work, his progress, and argued the results with the class, to receive feedback from all. To put feedback differentially in this stage, it is a conditional requirement to move to the last level. It forms by class dialogue, what is important at this point, is the explanation of student's points of view about which they had learned. One central concern is deploying this view to animated discussion and listening carefully as much as they can to catch useful feedback. The validity of that responses would be drawn on the

skills that the students have to practicing on in this level, it is, in fact, the metacognitive thinking skill. This understanding of the approach procedures along with a desire to achieve out the course objects lead student to reorder their interests, concentrate in their insights. The most effective role of introducing supplement by teacher in this case to gain in-depth perspectives, discussions, and explore multiple experience is the saturation of the student's needs and the treatment during the processes. Focusing on student's progression does need to continue observation of all actions and speeches. Consisting with all issues, what are happened in the class, or in the activities on the internet, and widely reflected on student's responses that is meaningful to the teacher. Just as invention that "level playing field" will be elusive if the program's production what supposed to be appeared at this time is an individual working. Proportions significance that student has to be given in this level individually might be the prevailing judgement using reflection sheets regarding to self-assessment criteria and the previous expectations in the beginning, and the comparative which students are made between them. The most straightforward results should the student be reached at this level are powering relationships, and the ability in which described the internal processes as learning disposition.

Participatory development stage: processes in a way, end even after teacher collect the student's learning evidences. The developing stage of the model as course design formulates composes the quality of assessment process that outlined how the final product in the project might assessed. That means the development unit/ course/ curriculum ready to be published, plus, the student behaviorally, in prevailing attitude for sharing of the assessment scales in fieldwork. The Student have deliberately, used identified concepts to describe the product well from their experience as a member and an ownership of the project that set up for a participatory development method. Hence, from this critical view, some of personality relations that arise while conducting in the processes is a dependable skill as Manitoba (2006) assert that student become independent when they "*develop sophisticated combinations of skills, attitudes, and dispositions*" (p.55). There is, then, a vary of active stance that sites at last, they have importantly, to report their work, and summarize the results, the aims and the constraints which they had faced when they were improving.

During this level, teacher supplement is taken through the ongoing facilitation as follow:

- Examples for the final report.
- Time deadlines.
- Encouraging speak loudly.
- Sharing Technology skills.
- Copyrights paper.
- Acknowledgment words.
- Celebrating Product celebrity.

Participatory development model validity: validity refers to the "accuracy of the results" (development, 2021). In participatory development approach the validity based on the accurate interpretations of the student's findings in light of indigenous working, which is focusing on the process, relationships, justice as Levey (2014) nots about it. The measurement in this case should be rely on the student's capacity by scaled responses all the time from participants to provide the final product. Bellow some questions maybe took by teacher to assess himself while ongoing:

√ do am I exist theory and knowledge of the concept being measured?

√ do am I cover all aspects of the concept being measured. (Middleton, 2019)

According to Manitoba (2006) teachers can do this by scaffolding student's understanding, help them analyzing their own works, gathering evidence about how well they are being in learning processes and resources usage. So, as the process turns, and the project's members in the direct interactions, it is at this point that the student's capacity are allowed to simulate the ideas to a similar position and reusing the knowledge in another context and being stimulated for each other's. That will provide wider evidence about the students progressing. Moreover, Pursuing the documentary observation is one of the usefully aids for teachers. They can be identified the exact degree of the learner place on the participatory model parallelly with the rubric scale. A good participatory practice occurs when all participators are knowing exactly the value of participatory feedback (multiple directions) and how would it be attended in terms of participatory development approach.

Participatory development model reliability: reliability is about consistency of a measure (Middleton, 2019). The consistency occurs when all students learning evidence are similar when they are applying under the same situations, and all learning indicators are significantly consistent. Reliability in the recent model has pointed out the ubiquitous influence of students on their own and other' working in the context of participatory feedback. One way of grading is by gathering evidence such as the ability of introducing additional ideas, offering alternative insights, and being a highly moral in self- reflection, assessment and monitoring skills. Participatory feedback in any possession is enhancing and effecting student participation. As schooler, I realise that there is a necessary of triggering questions to inspire student to ask and hear from one to others. Teachers may follow the standers bellow:

Table 3 : student assesement standers

No	QU	Achievement degree		
		utmost achieve d	achieve d	Not achieved needed to...
1	How does student' performance work according to the standers?			
2	How does student' performance work according to the group?			
3	How does student' performance work according to previous level?			

participatory development interpratation's theory; clasical grounded theory (GT)?

Clasical grounded theory (GT) is the theory that the recent paper has been used. The researcher gave a significant substantiate demonstration to be specified this type of Grounded Theory as an interpratation theory for the recent approach. Associated to other types of Grounded theory, the clasical is the one of whole that made sense to make a meaningful understanding. As Glaser and Strauss wrote in the 1967 the grounded theory is *an inductive methodology that attempts to bridge the gap between research and theory* (Sebastian, 2019). Prior to the completion of discovery, the requirement of recent theory is demand commencing start

with no theoretical effects. Indeed, it uses when the researcher need to be free from influence to be made the new information rightly regarded as Sabastian reborted “*only the information provided by the collected data should inflouence the progress of the research*” (2019). It is normally, seeking to answer the queation bellow (what is going on here?). Inditerminately, in the recent paper has sought to answer this question: (how does the internal participatory approach processes going on, in the development field?). As will be known, the (social processes) in the participatory development approach are done and guided collectevly, there are amount of details extremely still obscured and subtracted, for instance; student’s reacting and engaging with the new role. Therefore, the GT with handsight, can see the hidden part of the student’s participation supposedly. Taken further, the clasical type is considered as genderment to ascertain by logical claiming of what might have happened? “from ties to any theory of scince and tried to avoid philosophical conceptions of what is truth” (Sebastian, 2019) as sited in Barthelsen et al.(2017, p 414). From this sight, the researcher has delepratly yielded GT as theory for the recent approach. More than, it was direct the work to the core prencepale of the participatory development approach.

Following the technique of GT, the recent theory has involved four strategies as bellow:

○ coding
○ memo- writing
○ theoritical sampling
○ theoritical sorting and integrating

Figure 3: Grounded theory strategies

Yet it remains, “researcher can choose any of the GT types under his research circumastance in order of giving an appropriate interpretation (Gibbs, 2010). However, the researcher in this paper has been contemplated the coding stage; substantive coding and theoritil coding by added more detailes to be more clearly and values. The table bellow comperhends all procedures of the recent theory’s stages.

Table 4 : Participatory development theory establishing stages

First stage
Opening Coding (Critical reading)
Stage discription
This stage has been defined to five steps: 1) Preconceived notion: it has suffered from discussing the possibility of student participation on curriculum development issues cooperatively with teacher, using some strategies that were pushing learner to evolve critical and transformational sens. The acting above had helped studint to assess self learning and allow the future ambation and life skills to be formed. 2) Critical reading: reading has ranged from the factual to the cnceptual. Also, from straightforward working to an emergenty constructed of the approach propective utilizing the inductive and analyzing methode, and classifying the assessment as learning and the participatory development pedagogy principals to be the emergant principals of the recent

approach. Also, the diagram of the participatory development model has been formed on this stage.

3) Substantive coding: using direct observation, and widely questions. The prequestion has guided the theory's establishing processes. In this stage the data has not saturated yet, because the model was in the first stage (participatory planning).

4) Main categories: building the subcategories in this stage has needed to collect a sufficient data associated with the cluster categories. Choosing one to be the main category depends on teacher or researcher experience. To be allowed moving to the next stage, the participatoon sampeling step has been completed, but the final decision is taken by the researcher (teacher).

Seconed stage

Theoritcal Coding (comparative, gap narrowing, gole selective)

Stage discription

The researcher has used the content comparative method as Glaser and Strauss pointed out, which is including a set of procedures, as follow:

- ✓ Selecting the phenomenon, objects, articles of the subject.
- ✓ Selecting the concepts, principals, diagram for the subject.
- ✓ Making decision on collection a preliminary data.
- ✓ Starting theoretical sampling after data saturated.

In this stage researcher has to be more specified about which group, groups are needed to the next stage. So, the chosen should be subjective and relative in this phase to be able to create the primary theory.

Third stage

Theoritcal Sampling (temporary primary theory)

Stage discription

All GT theorizers have emphasised that if researcher reach the specialist conceptions of theory, the theoritacal sampling stage has to start immediately. This stump has forwarded to the primary theory (Jagiello, 2018). Diagramming is a usefull orgnizing to attend a visibal sketching for the theory. In this stage, the researcher has narrowed the gap between the categories, and use the main one to build the temprory theory. All drafts and actions in this stage were mattered to the primary theory established; words, peer tutorial, sentences, early coming, inititave asking, reflection sheets. As will, the researcher has made the temprory theory, and so, it has been ready for testing at this point.

Participators attributions

Under the participatory development approach, the Participitors should all be had the same apporunitie, experiment and prior perspectives.

Choosed standerd: age, education, background, and experience.

Ignored standerd: specialist needed

fourth stage

Theory (Clasical grounded theory estaplishing)

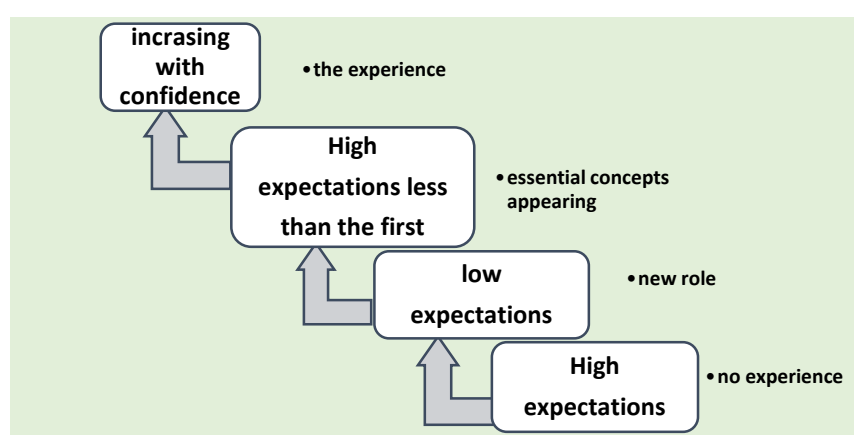
Stage discription

Participatory development approach is based on sharing a nascent idea, not a masurity. That ideas are flooding from team members at the bigining of the project to be engendered developing by them while they are going through t stages proceasses. As so, they are

reconfiguring and sorting their needs to can build standers for the work to permit a mount of ideas to be appeared and established at the fourth stage. Development as a term means “**the modivation of what are developers requiered**”. But in the participatory development approach the meaning depends on the approach’s target, which is in this case, :” **preparing a sutable context to let productive ideas freely aris**”. As a consequenc, viewing that idias will be subsequently pursued using submission and eveluation to develop a lake of skills and competencies which are a hardly exposing as a new learning role. The statement that students had been put progressively on to be forwarded to the last stage showing in the bellow exhibition hierarchy:

Figure 4

Internal processes of participatory development theory



The real product in this approach is the idea when student sharing it with the team. Idea’s development participatory is the causes of learning happened.

To illustrate more concretely of what atypical the internal of participatory development approach may look like? It was part of processes in which student studied critical dilemmas and moral reasoning in participatory practice. It does not as well as a learning via dialogue or the project based learning, or even though as a cooperatively learning, it has included holistically all of those types plus development field.

The participatory development philosophy establishing the legitimacy of the participatory development philosophy has taken the style of vociferous opinions and ideas for the merits of the approach. Once administrated by the participatory approach anchored in a higher balance in the utilization of decision-making of the course product. It has viewed literally having a well-suited on gathering some of general ideas and confirming them to new forms (products). Sharing the nascent idea is the development processing under the auspices of the all participants. The diversity of the ideas can be starting and integrating with several inputs to stem in part of participatory environment. Passing the subsequent levels of the participatory model are processed and restored via the participatory feedback, and as so, that will be guide to transfer the idea to be an product. To allow all students passing throughout learning experience there are some issues should be considered:

✓ Handing a detailing participatory feedback regardless of student performance in light of what skills and competencies are mastered optimally, in used of ideally measurement.

- ✓ Avoiding opportunities to assimilate the relationship between the intended concepts by way of estimating time. That help students to develop their own ideas to thinking in an inherently sense.
 - ✓ Varying the work strategies progressively. The approach's processes rests on assumptions of that the some ideas logical or illogical exists that is in the trustable of the student's beliefs and constructions. To direct class members being more adhering and commitment.
 - ✓ Accepting all discussion ideas by focusing on the ideas itselfs.
 - ✓ Participatory development model and learning substantiates should be alerted on the learner intellect and as such, move students efforts availed in whatever is suitable for them.
 - ✓ Differentiated individuals and work's standards are not merely concerned as an index but as essential factor of the approach philosophy. That given the participators stance on the importance of student-participant interaction.
 - ✓ Analysing supplement utilized to display and disclose the student to altered their behaviours and thinking. Teacher could be used a convenient tools such as hand writing, recording apps and observation scales frequently. As well, other procedures of what serves as a supportive methods help reach up degrees of the participation, and as so, the results will be easily discriminated.
- Ultimately, researcher offer the qualitative analyzing application she has used in the theory establishing. It was a useful instrument for coding, memo writing, and data sorting. That has kept the researcher time and effort.

CONCLUSIONS

participatory development philosophy (PDP) is a participatory development project between teacher and student to formulate a common plan and fulfill their achievement. It has emerged from many approaches, as so, that help guide to a new perspective in the student engagement with teacher and one another to form a transformation relationship. It has also, consisted project that is transdisciplinary in design and practice. Shifting the traditional way of curriculum design from only administrators to a wider category of society is one of the approach features. The strength of the PDP approach is its a diversity and wishing to be indisputable in addressing new ideas. As shown, the approach requirements have drawn in two parts: first the diagramming model which it directs the process and efforts and offers enormous possible for facilitate moving among participation sessions. The second part is the participatory feedback as such an additional feature of the approach that is gauge effects of the students' participation. The most important issue has to be a prevention occurred is the “**surface participation**”. It is related with contextual awareness of the project design tools, and the flexible dealing with the approach processes. Allowing innate talents and clearing ambiguous conceptions that are crucial to critical sense.

Eventually, the PDP approach, has formed literarily, to persist student learning to more productively stance in interoperability efforts.

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