Exploring Students' Perceptions and Perceived Educational Value of the Learning Showcase at Damphu Central School, Tsirang

Pema Wangdi

Teacher, Damphu Central School, MoESD, Bhutan

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ABSTRACT

This study examined students' perceptions and perceived educational value of the Learning Showcase, an integral component of the Bhutan Baccalaureate learning process, using a convergent parallel mixed methods design. Guided by pragmatism, the study involved 246 students selected through stratified random sampling and eight additional participants selected through purposive sampling for the focus group discussion. Quantitative data were analysed using descriptive and inferential statistics, qualitative data through thematic analysis, and the two datasets were triangulated during interpretation. The quantitative findings revealed high perceptions of the Learning Showcase (M = 3.57, SD = 0.48) and its educational value (M = 3.57, SD = 0.47), with a strong, positive relationship between the two dimensions (rs = .782, p <.001). Continuing students reported higher perceptions than new students (mean rank = 132.86 vs 113.83), though both groups reported comparable educational value. Qualitative findings highlighted the Showcase's contribution to wholistic development by fostering transferable skills, personal development and peer learning, alongside a challenge related to limited preparation time. The findings suggest that clearer communication of timelines, structured feedback mechanisms, and confidence-building support could further strengthen the Showcase and help achieve the broader goals of the Bhutan Baccalaureate.

Keywords: Bhutan Baccalaureate, educational value, learner-centred learning, learning showcase, wholistic development

INTRODUCTION

In the contemporary world, the education system increasingly emphasises learner-centred approaches shifting the role of learners from passive recipients of knowledge to active participants in the learning experiences. Sopher et al. (2025) highlight the importance of placing learners at the centre of learning process for the development of knowledge and skills. Such an approach helps learners actively engage in learning experiences through the application of acquired knowledge and take a greater ownership of their learning (Tembrevilla et al., 2024).

These principles are reflected in the Bhutan Baccalaureate (BB) framework, a nationally significant education reform initiative. Central to BB Learning Process is the Learning Showcase, through which students actively engage with, reflect and review their learning experiences at the end of every 108 learning experiences (Druk Gyalpo Institute [DGI], 2025). Students showcase their learning in creative and diverse formats of their choice, such as essays, presentations, digital models, or performances according to their learning preferences and strengths. The Learning Showcase thus provides learners with space to explore and express their understanding, which fosters creativity, critical thinking, and self-expression, making learning and assessment more engaging and meaningful. In principle, the Learning Showcase is the BB's commitment to wholistic development of the individual learners by providing opportunities for them to demonstrate, reflect on and communicate their learning in different ways. (*DGI uses the terminology 'wholistic' rather than 'holistic' to conceptualise learners' development across the interconnected cerebral, social, spiritual, emotional and physical areas).*

Damphu Central School is one of the 24 schools currently implementing BB learning process since 2021. As a BB school, Learning Showcase has been contextualised to its school context and practical considerations. It is conducted three times in a year: twice in term I and once in term II, with learners presenting and displaying their learning within their mentor-mentee groups. This recurring and contextualised implementation has made the Learning Showcase an integral part of the school's learning process, providing a relevant setting for understanding how learners engage with and make meaning of it.

Although the BB framework establishes the intended educational purposes of the Learning Showcase, students' actual experiences may not necessarily correspond to these intended outcomes. A similar emphasis on learners demonstrating, reflecting on and taking ownership of their learning is evident in the International Baccalaureate (IB) Primary Years Programme (PYP) exhibition, where research has found the experience to support critical thinking and learner-profile development (Medwell et al., 2017). At Damphu Central School, where the programme is given top priority as part of the BB learning process, this raises a practical question worth investigating: does participation deliver the reflective, wholistic value BB intends, or does it function differently in learners lived experience? To date, no empirical study in Bhutan has specifically examined learners' experiences and educational value they associate with the Learning Showcase, leaving this question unanswered at Damphu Central School.

Therefore, this study aims to explore students' perception and experiences of the Learning Showcase, and the educational values they derive from participating in it. It further examines the extent to which these align with values that BB intends the Showcase to foster. The findings may help the school identify strength and areas of improvement in the implementation and planning of the Learning Showcase, and may offer insight relevant to other BB schools particularly to those seeking to contextualise the Showcase within their own setting.

Main Research Question

What are students' perceptions and perceived educational value of participating in the Learning Showcase?

Sub-questions

1. What is the level of students' perceptions of the Learning Showcase and the educational value they perceive from participating in it?

2. Is there a relationship between students' perceptions of the Learning Showcase and the educational value they perceive from participating in it?

3. Do perceptions of the Learning Showcase and educational value in participating in it differ between ew and continuing students?

RESEARCH METHODS

The study was grounded in a pragmatist paradigm and employed a convergent parallel mixed methods design (Creswell & Plano Clark, 2018), in which both quantitative and qualitative data were collected simultaneously, analysed separately and integrated during the interpretation of the findings. The population comprised students of Damphu Central School under Tsirang Dzongkhag, from which 246 sample size was determined using Yamane's (1967) formula and selected through disproportionate stratified random sampling. Within each stratum, participants were selected using simple random sampling. In addition, purposive sampling was used to select eight participants for the focus group discussion (FGD). Of the survey respondents, 121 were classified as New Students and 125 as Continuing Students, derived from their response to the item asking about the status of their prior participation in the Learning Showcase. The gender and grade-level distribution of participants along with the frequencies and percentage, is presented in Table 1.

Table 1. *Demographic Characteristics of Survey Respondents*

Characteristics	New Students (n = 121)	Continuing Students (n = 125)	Total (N = 246)
Gender			
Male	57 (47.1%)	57 (45.6%)	114 (46.3%)
Female	64 (52.9%)	68 (54.4%)	132 (53.7%)
Grade Level			
IX	49 (40.5%)	5 (4.0%)	54 (22.0%)
X	9 (7.4%)	28 (22.4%)	37 (15.0%)
XI	55 (45.5%)	13 (10.4%)	68 (27.6%)
XII	8 (6.6%)	79 (63.2%)	87 (35.4%)

Note: **New students**: Who have joined the current school this year and participation in the Learning Showcase was their first time. **Continuing Students:** Those students who are enrolled a year ago and have participated before, including this year.

A five-point Likert scale survey questionnaire, with responses ranging from strongly disagree (1) to strongly agree (5), along with open-ended questions were administered through Google Forms. An adapted questionnaire was developed primarily based on Student Assessment of Learning Gain (SALG) (Seymour et al., 2000) and on relevant project-based learning literature contextualised to the Learning Showcase. The questionnaire items were reviewed by experts in educational research to assess their clarity, relevance and contextual appropriateness. The instruments were pilot-tested with 30 students, who were not included in the main study, and the test yielded an overall Cronbach's alpha coefficient of .894, indicating good internal consistency (Table 2). To gain deeper insights on students' perceptions and experiences of participating in it, the FGD was subsequently conducted with selected students.

Table 2. *Reliability Statistics*

Theme	No. of Items	Cronbach's Alpha
A. Perception of the Learning Showcase	10	.801
B. Learners' Perceived Educational Value of the Learning Showcase	21	.841
Overall	**31**	**.894**

Data Analysis

The Mean and Standard Deviations (SD) were computed for the themes and sub-themes and, were interpreted according to the classification adopted from Le et al. (2025), as shown in Table 3. Inferential statistical analyses were conducted using non-parametric tests. The thematic analysis framework of Braun and Clarke (2021) was used to analyse the qualitative data, and the findings were triangulated with the quantitative findings.

Table 3. *Interpretation of Mean scores*

Mean Score	Interpretation
1.00-1.80	Very Low
1.81- 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Ethical Considerations

Prior to conducting the study, permission was obtained from the Druk Gyalpo Institute through the focal person of the participating school, followed by permission from the school management. Participants were briefed on the purpose of the study and informed that their participation was purely voluntary. No part of their identities was disclosed in any part of the findings.

LITERATURE REVIEW

Learner- Centred Learning

The learner-centred learning approach has its origins in the works of Dewey (1916), who emphasised learning through experience and active participation of learners in the educational process. In contemporary education, learners are expected to play an active role in constructing knowledge and take greater responsibility for their own learning. Reflecting this shift, Kong and Wang (2024) found that adoption of learner-centred pedagogy was associated with students' cognitive learning, including active, interactive, constructive and reflective forms of learning. Beyond its cognitive benefits, recent evidence suggests that positioning students to communicate and present their understandings to peers, rather than primarily receiving information can enhance student engagement (Srichinda et al., 2026). This active reflective engagement can be further situated within Vygotsky's (1978) sociocultural theory, which views learning as fundamentally social, occurring first through interaction with others before being internalised by the individual. It recognises the role of peer collaboration through dialogue, shared activity and collaborative problem-solving. This is relevant to the Learning Showcase as it brings students together to exchange their ideas and learn from peers.

A Concept of the Learning Showcase

Although the terminology varies across educational context, the concept of the Learning Showcase can be represented through related practices, such as exhibition of learning, learning exhibitions, students showcase, and demonstration of learning or other exhibition-based approaches. These approaches provide opportunities for learners to make their learning visible to audience through display and demonstration.

In educational settings, exhibitions are integrated into learning activities, requiring students to prepare, organise and showcase their learning. For instance, Lin (2024) examined students who designed and presented an online exhibition as part of project-based learning, while Roberts (2025) explored an authentic learning exercise by making students create data art visualisation and exhibit the same publicly. The task involved series of processes including research, analysis, design, creation, curation, and reflection. These examples suggest that exhibitions serve not only as platforms for displaying completed assigned tasks but also as means of learning through process of preparing, presenting and reflecting on their learning. In addition to process-based value, exhibitions may also support learning through others' work. Wu and Zhao (2025) in their virtual exhibition-based learning found that exposure to different projects and presentations could broaden learners' understanding through engagement with peers' work.

Similar exhibition-based learning practices have also been incorporated into learning experiences in the Bhutanese educational context. Students have engaged in exhibitions and presented their works as part of place-based inquiry, while maintaining reflective journals to explore their learning experiences, with the study reporting active engagement and a sense of ownership of learning (Kezang & Chayanuvat, 2020). In a related but distinct application, Pem and Chophel (2024), in their study of One Child Seven Skills program, reported the use of learning exhibitions as opportunities for students to demonstrate skills they had developed. These studies illustrate that such activities can provide students opportunity to demonstrate and communicate their learning.

In the BB context, the Learning Showcase is embedded within the Learning Process as a platform through which learners demonstrate and communicate their learning. The *Bhutan Baccalaureate Learning Process* states that, at the end of every 108 learning experiences, students showcase their learning through creative and diverse formats of their choice. In addition to academic Showcase, it also includes the Seven Gifts such as language, pattern, songs, dance, recipe, stories and games (DGI, 2025). This practice is also reflected in the study conducted in Bhutan, where students in BB pilot schools brought Seven Gifts from their communities and shared in the Learning Showcase (Rigdel & Thapa, 2024).

The wholistic orientation of such activities is consistent with the broader educational philosophy in Bhutan. Chitra and Gurung (2021) highlight the interconnectedness of academic, social, cultural, intellectual, aesthetic, spiritual and moral dimensions of education in the Bhutanese context. Thus, the Learning Showcase can be understood as a learning space in which learners can communicate knowledge, demonstrate skills, share cultural experiences and express different dimensions of their learning. Through these forms, learners can demonstrate the skills, make visible their learning processes and watermarks as evidence of learning and development. Furthermore, the Showcase is open to others and provides opportunities for peer and self-assessment, collaborative learning, creativity, critical thinking, and self-expression. Beyond its assessment function, the learning process identifies the Showcase as an opportunity for learners to learn from one another and engage in self-reflection and introspection (DGI, 2025).

Educational Value of the Learning Showcase

In the absence of existing studies specifically examining the Learning Showcase in the context of BB, the literature on presentation, exhibition and other learner-centred learning provides relevant evidence for understanding its potential educational value. Drawing from this literature, the educational value of the Learning Showcase can be considered through several interconnected dimensions, including the development of knowledge and understanding, skills and personal development, and the ability to apply, integrate and learn from others. These dimensions reflect recurring outcomes identified across the literature on learner-centred learning and experiential learning.

The existing literature indicates that exhibitions, presentations and learner-centred activities can support learners' engagement, understanding and consolidation of knowledge. Students perceived presentation-based learning as contributing to their understanding of the topics, as the process required various stages of preparation including in-depth engagement, familiarisation and organisation of the content before presentation (Sugeng & Suryani, 2018). Furthermore, Chang and Chou (2011), in their study on web-based portfolio assessment revealed a statistically significant relationship between students' reflection and their achievement test scores, work performance and attitudes, highlighting the role of reflection in strengthening their understanding and learning outcomes.

The literature highlights the skills development as one of the dimensions of the educational value of learner-centred activities. According to Ardill (2025), peer feedback activities can support the development students' communication skills through opportunities to listen, speak, observe and provide feedback. Similarly, peer assessment of students' presentation can provide opportunities for learners to develop and improve their presentation skills (Khorwal et al., 2024). In the Bhutanese context, Yeduen (2025) found that classroom presentations contributed to the improvement of presentation skills including fluency, confidence and ability to communicate ideas. Extending this to a broader range of activities, Scheuring and Thompson (2025) identified presentation and evidence-based learning more generally as opportunities to develop communication,

teamwork, confidence and problem-solving skills. These findings suggest that participatory activities can contribute to the development of communication and presentation skills, which are relevant to the educational value of the Learning Showcase.

Personal development is another dimension related to active engagement in learner-centred learning activities. McCabe and O'Connor (2014) found that student-centred approaches help learners take greater ownership of their learning and become actively engaged in the learning process. Building on this, autonomy-supportive learning environment can foster self-efficacy among autonomously motivated learners, while autonomy, peer learning, communication and social bonding are associated with students' motivation and ownership of learning (Duchatelet & Donche, 2019; Lysne et al., 2023). Narrowing to presentation specifically, more recent evidence suggests that feedback and supportive instructional conditions can strengthen students' presentation self-efficacy (Schickel et al., 2025), while opportunities for rehearsal and revision may contribute to increased presentation skills (Ajiza & Arafah, 2026). These suggest that such approach can support various aspect of personal development including ownership, self-efficacy, autonomy and engagement in learning.

Learner-centred learning also provides opportunities for learners to apply their domain knowledge, integrate learning from different experiences, learn through interaction with others and from the perspectives and feedback. Duchatelet et al. (2024) found that interaction with peers or within groupworks were prominent features associated with generic learning outcomes. Similarly, Käpylä and Palvalin (2025) highlighted the potential of peer assessment within experiential learning to support students' learning through interactions and feedback. However, the effectiveness of feedback depends on its quality and structure, as established in Hattie and Timperley's (2007) influential and widely cited work on feedback. More recent evidence suggest that instructional support can improve the quality of feedback (Hornstein et al., 2025).

Although the prior studies have established the educational value of the learner-centred approaches of learning like exhibitions, presentations, and experiential learning, limited empirical research has examined the Learning Showcase particularly in the context of the BB. This represents an important gap in the literature particularly given that the Learning Showcase is an integral components of learning process in the BB. Therefore, the present study examines students' perceptions and experiences of the Learning Showcase and the educational value of participating in it.

RESULTS AND DISCUSSION

The findings presented and discussed in this section corresponds to the main research questions. However, the qualitative findings revealed time constraints as an emergent theme, which was further supported by quantitative evidence on students' preparation time for the Learning Showcase.

Students' Overall Perceptions of the Learning Showcase

Table 4 presents the descriptive statistics of students' perceptions of the Learning Showcase across two sub-themes.

Table 4. *Descriptive Statistics of Students' Perceptions of Learning Showcase*

Sub-themes	Items	N	Mean	SD	Level
Purpose and Relevance	The Learning Showcase allows me to connect classroom learning with practical experiences.	246	3.50	0.81	High
	The Learning Showcase provides opportunities for me to share my ideas and knowledge with others.	246	3.81	0.54	High
	Overall		**3.52**	**0.46**	**High**
Engagement	The Showcase encourages me to take responsibility	246	3.64	0.70	High

and Participation	for my learning.				
	I feel confident participating in the Learning Showcase.	246	3.39	0.80	Moderate
	Overall		**3.52**	**0.56**	**High**
Overall Perception		246	**3.57**	**0.48**	**High**

Note: Only the highest and lowest rated items under each sub-themes are presented for analysis purposes.

The overall mean of 3.57 (*SD* = 0.48) indicates that students reported a high perception of the Learning Showcase. Both sub-themes were also rated high, with Purpose and Relevance (*M* = 3.52, *SD* = 0.46) and Engagement and Participation (*M* = 3.52, *SD* = 0.56) yielding similar mean scores. These suggest that students perceived the Learning Showcase as both meaningful and engaging.

At the item level, "The Learning Showcase provides opportunities for me to share my ideas and knowledge with others" recorded the highest mean score (*M* = 3.81, *SD* = 0.54). The high rating suggests that students valued the Learning Showcase as a platform for making their learning visible to others through communication. The finding echoes the principles of learner-centred learning approaches proposed by Dewey (1916) and aligns with recent evidence that positioning students to present and communicate their understanding to peers, rather than passively receiving information is associated with greater student engagement (Srichinda et al., 2026).

In contrast, the item "I feel confident participating in the Learning Showcase" received the lowest mean score (*M* = 3.39, *SD* = 0.80), indicating a moderate perception and comparatively greater variability in students' reported confidence. This pattern may suggest that although students recognised and valued the opportunities the Showcase provided, not all students felt equally confident in participating in it. The contrast between students' strong recognition of the Showcase as a platform for sharing their learning and comparatively lower confidence in taking part in it is noteworthy. This highlights the importance of providing adequate preparation, rehearsal and supportive participation to help students build confidence in presenting and communicating their learning. This aligns with the recent study showing that feedback and supportive instructional conditions can strengthen students' presentation self-efficacy (Schickel et al., 2025), while Ajiza and Arafah (2026) found that opportunities for rehearsal or revision are associated with increased presentation confidence.

The qualitative findings further explain why students perceived the Showcase as meaningful and relevant. Students mostly described the Learning Showcase as a meaningful learning experience that extended beyond the fulfilment of curriculum mandates and conventional classroom learning, providing opportunities to develop emotional, intellectual, social, physical and spiritual dimensions of learning. R5 emphasised that the Showcase was not about textbooks, assignments and examinations, while R8 reflected, "Beyond the classroom concepts, I gained a profound appreciation for our identity. I realised that our traditional games, pattern and indigenous language aren't just remnant of the past." These accounts suggest that students experienced the Showcase as a broader learning platform in which academic learning intersected with cultural identity and personal meaning. This is consistent with the BB's emphasis on wholistic learning through the Seven Gifts and opportunities for students to share learning from their community (DGI, 2025; Rigdel & Thapa, 2024). This also align with Chitra and Gurung (2021), who highlighted the interconnectedness of the academic, social, cultural, intellectual, academic, aesthetic, spiritual and moral dimensions of education in Bhutan. Similarly, Kezang and Chayanuvat (2020) found that exhibition-based learning in the Bhutanese context fostered active engagement and ownership beyond academic outcomes. Together, these findings suggest that students perceived the Learning Showcase as a wholistic learning space, where academic, personal, social cultural, and spiritual dimensions of learning intersect.

Perceived Educational Values of the Learning Showcase

As illustrated in Table 5, students' perceived educational value of participating in the Learning Showcase was examined across four sub-themes: Knowledge and Understanding, Skills Development, Personal Development, and Application and Integration.

Table 5. *Descriptive Statistics of Students' Perceived Educational Value*

Sub-theme	Items	N	Mean	SD	Level
Knowledge and understanding	Preparing for the Showcase helped me gain new knowledge.	246	3.70	0.64	High
	The Showcase helped me apply what I learned in the classroom.	246	3.38	0.82	Moderate
	Overall		**3.58**	**0.52**	**High**
Skills Development	Participating in the Showcase improved my ability to find and use information.	246	3.71	0.66	High
	The Showcase improved my problem-solving skills.	246	3.26	0.86	Moderate
	Overall		**3.57**	**0.52**	**High**
Personal Development	Participating in the Showcase increased my confidence in my abilities.	246	3.51	0.74	High
	The Showcase increased my confidence in communicating my ideas to others.	246	3.61	0.66	High
	Overall		**3.57**	**0.52**	**High**
Application and Integration	The Showcase provided opportunities for me to learn from other learners.	246	3.75	0.56	High
	The Showcase provided opportunities to receive useful feedback on my learning.	246	3.17	0.70	Moderate
	Overall		**3.51**	**0.52**	**High**
Overall Perceived Educational Values		246	**3.57**	**0.47**	**High**

Note: Only the highest and lowest rated items under each sub-themes are presented for analysis purposes.

Overall, students perceived participation in the Learning Showcase as having high educational value (M = 3.57, SD = 0.47). All sub-themes were also rated high. Among them, Knowledge and Understanding (M = 3.58, SD = 0.52) received the highest mean score, followed by Skills Development (M = 3.57, SD = 0.52) and Personal Development (M = 3.57, SD = 0.52), which recorded identical mean scores, while Application and Integration recorded a slightly lower mean score (M = 3.51, SD = 0.52), although it was still rated high. These consistent ratings suggest that students perceived educational value of the Learning Showcase across different dimensions of learning rather confining it to a single dimension.

Across all items, the highest rated item was "The Showcase provided opportunities for me to learn from other learners" (*M* =3.75, *SD* = 0.56), indicating that students valued the opportunity to learn from their peers through participation in the Learning Showcase. The open-ended survey responses reflected a similar finding, with respondents describing how they gained new knowledge beyond the classroom and learnt from friends who showcased different knowledge and skills. This was further supported by FGD, where participants explained that the Showcase functioned as a collaborative space, in which learning occurred not only through individual preparation but also through interactions with peers. As R1 noted, "It gave us opportunity to work together and learn from each other. We shared ideas, helped each other and learnt about the different talents and strengths of our friends."

This convergence is consistent with Vygotsky's (1978) sociocultural theory, which emphasises learning through social interaction and engagement with others. It also aligns with Duchatelet et al. (2024), who identified peer interaction as a contributor to generic learning outcomes, and with Käpylä and Palvalin (2025), who highlighted peer assessment as a contributor to experiential learning outcomes. Although the study conducted by Wu and Zhao (2025) was set in a virtual exhibition, the process parallels students' experiences in the present study, where exposure to diverse projects and presentations broadened their understanding. Thus, the convergence of the quantitative and qualitative findings, supported by this body of literature suggests that peer learning was a particularly valued educational aspect of the Learning Showcase.

In contrast, "The Showcase provided opportunities to receive useful feedback on my learning" received the lowest rating (M = 3.17, SD = 0.70), indicating a moderate level of perceived educational value. This suggests that while students valued from learning from peers, opportunities to receive useful feedback on their learning were less strongly perceived. This echoes Ardill (2025), who found that despite the growing emphasis on peer feedback, students' perceptions of feedback quality often fall short of this aim, and is consistent with Hattie and Timperley (2007) on the importance of effective feedback for supportive learning. Together these findings point to a need for structured peer and teacher feedback opportunities, aligning with meta-analytical evidence showing that instructional support significantly improves the quality of peer feedback (Hornstein et al., 2025).

Furthermore, the qualitative findings elaborated on the Learning Showcase as a platform where transferable skills and personal qualities were developed through direct experience. R3 identified various competencies, such as teamwork, communication, leadership, problem- solving and time management, gained from participating in the Showcase, and reported becoming more confident, responsible and cooperative. Similarly, R7 noted, "We also learned how to apply what we learnt in the classroom to real-life situations." These findings complement the high ratings for skills and personal development, suggesting that the Showcase provided opportunities for students to develop and apply academic, interpersonal, and personal competencies through authentic participation. This is consistent with the intended role of the Learning Showcase within the BB learning process as a space for collaborative learning, critical thinking, and self-expression (DGI, 2025), and with evidence that presentation and evidence-based learning foster confidence, communication, teamwork and problem-solving skills (Yeduen, 2025; Scheuring & Thompson, 2025; Duchatelet et al., 2024).

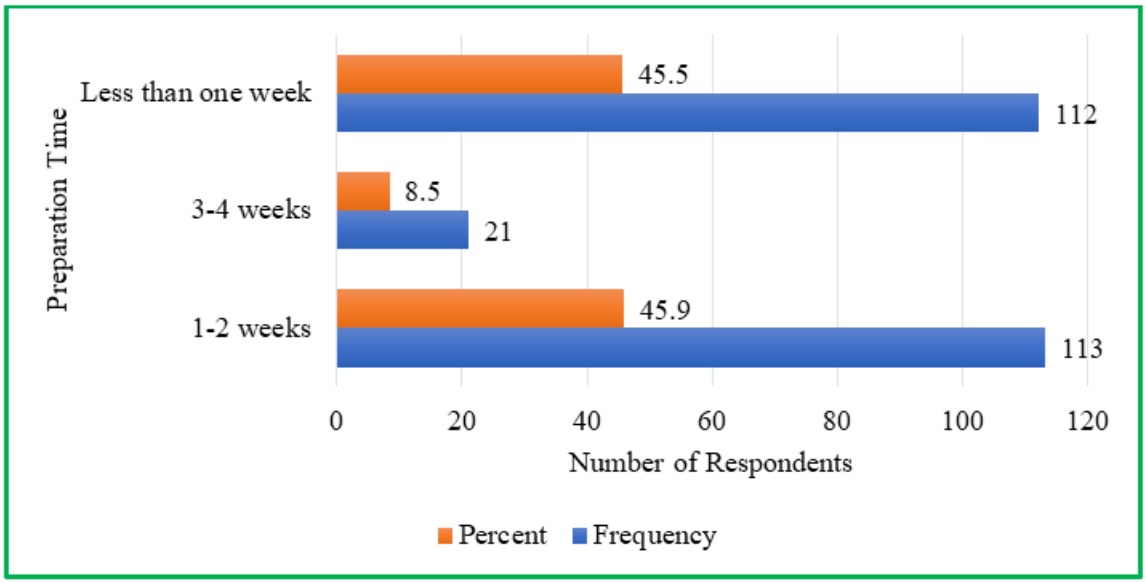
Time Constraints as a Challenge to Participation

Despite the high perceptions of the Learning Showcase, students repeatedly identified limited preparation time as a challenge in both open-ended survey responses and FGD. R7, in the FGD identified time constraints as the main challenge, compounded by pressure of coordinating with team members. Similarly, R 5 stated, "We faced difficulty in balancing the Showcase preparation and presentation with the regular school work. Most of the time, we had to use our recess hours for it, when mentors inform at the last hour." This was echoed in the open-ended survey responses, with some respondents reporting that some stakeholders communicated information at the last minute, which affected their preparation for the Showcase.

The quantitative data on the preparation time reported by respondents further supported the qualitative findings. As shown in Figure 1, 45.9% of the respondents reported receiving 1-2 weeks of preparation, while 45.5% reported receiving less than one week and only 8.5% reported having 3-4 weeks. Thus, more than 90% of respondents had two weeks or less to prepare, indicating that limited preparation time was a structural constraint on participation in the Showcase. This aligns with Ruiz-Gallardo et al. (2016), who found that

group-based learning requires more time than conventional instruction, suggesting that the current preparation time may not fully fulfil the collaborative demands of the Showcase. Compounding this, last-minute communication further echoes Mir and Roy (2024), who found that inconsistent communication of deadlines can intensify students' stress and time pressure. This suggests that rather than substantially redesigning the Showcase, greater attention may be needed in scheduling and organising it, particularly by providing earlier and clearer timelines, and sufficient preparation time to meet the requirements of group work.

Figure 1. *Preparation Time Reported by Respondents*



Relationship between Students' Perceptions and Educational Value

Table 6 displays the result of Spearman rank-order test conducted to examine the relationship between students' perception of the Learning Showcase and the educational value perceived from participating in it.

Table 6. *Correlations between Students' Perception and Educational Value of the Learning Showcase*

			Perceptions	Educational Values
Spearman's rho	Perceptions	Correlation Coefficient	1.000	.782**
		Sig. (2-tailed)	.	<.001
		N	246	246
	Educational Values	Correlation Coefficient	.782**	1.000
		Sig. (2-tailed)	<.001	.
		N	246	246
**. Correlation is significant at the 0.01 level (2-tailed).				

The results showed a strong, positive and significant relationship between the two variables (*rs* = .782, *p* <.001, N = 246), suggesting that students' perceptions of the Learning Showcase were closely associated with the educational value they perceive from it. This indicates that students who reported higher perceptions of the Learning Showcase tended to report greater educational value from their participation, whereas those with lower perceptions tended to report lower educational value.

This is consistent with the findings of Wang (2025), who found that positive learning experiences were directly associated with both perceived quality and value, which subsequently contributed to learning satisfaction. Similarly, Thiel & Hanssen (2025) reported a positive association between perceived competence and emotional engagement with behavioural engagement and willingness to prepare for learning tasks. In the context of the Learning Showcase, this highlights the importance of supportive and engaging experiences that strengthen students' confidence and active participation.

Differences between New and Continuing Students

To compare differences in perceptions and perceived educational value of the Learning Showcase between the new and continuing students, a Mann-Whitney U Test was conducted, as shown in Table 7.

Table 7. *Mann-Whitney U Test Results Comparing New and Continuing Students*

Variable	Group	N	Mean Rank	*U*	*z*	*p*	*r*
Perceptions	New Students	121	113.83	6392.00	-2.11	.035	.13
	Continuing Students	125	132.86				
	Total	**246**					
Educational Values	New Students	121	121.03	7264.00	-0.54	.591	.03
	Continuing Students	125	125.89				
	Total	**246**					

Note: *U* = Mann-Whitney U Test statistic, *z* = standardised test statistic, *p* = significant level, *r* = effect size, calculated as z/√N.

There was a statistically significant difference in perceptions between the two groups, $U = 6392.00$, $z = -2.11$, $p = .035$. Continuing students had a higher mean rank (132.86) than new students (113.83), though the effect size was relatively small ($r = .13$). This indicates that students who had participated previously in the Learning Showcase tended to view the Showcase more positively than those participating for the first time. This is consistent with evidence that repeated exposure to a learning format tends to enhance students' perceptions and its usefulness (Boucher et al., 2026; Vroom et al., 2022), suggesting that previous participation may have helped students become familiar with the Showcase processes, fostering greater confidence, and favourable attitudes, while new students may need more time and exposure to develop similar familiarity.

However, no statistically significant difference was found between the two groups in perceived education value, $U = 7264.00$, $z = -0.54$, $p = .591$. Continuing students had a higher mean rank (125.89) compared to new students (121.03), with a negligible effect size ($r = .03$). This indicates that while previous experience with the Showcase was associated with differences in perceptions, it did not appear to substantially differentiate the educational value they perceive from the experience. One possible explanation is that the educational value embedded in the Showcase are available to students regardless of their prior participation. This is broadly consistent with research indicating that students' familiarity with active learning can influence their perceptions of active learning processes (Craig & Hsu, 2025; Thiele & Kordts, 2025). However, this study does not establish why the two groups reported similar levels of perceived educational value.

CONCLUSION AND RECOMMENDATIONS

This study examined Students' perceptions on the Learning Showcase and the educational value derived from participating in it, as well as the relationship between these dimensions and differences according to prior participation within the context of Bhutan Baccalaureate. The study found that students demonstrated high

perceptions of the Learning Showcase with continuing students demonstrating slightly higher perceptions than new students, though the effect size was small. Students acknowledged that the Learning Showcase provided them opportunities to make their learning visible by sharing it with others, extending beyond the fulfilment of curriculum mandate and conventional classroom learning. Similarly, in terms of perceived educational values, both groups of students demonstrated similarly high perceptions regardless of prior participation. Students identified learning from peers and developing transferable skills and personal qualities through direct experiences as the main educational value they derived from their participation. However, feedbacks remain an area requiring greater attention. A strong, positive relationship was found between students' perceptions and their perceived educational value, indicating that higher perceptions were associated with greater perceived educational value. In addition, time constraints emerged as the main challenge for effective implementation of the Showcase.

Therefore, the findings suggest that the implementation of the Showcase could be strengthened through systematic planning and supportive processes. In particular, the school could provide adequate preparation time and consider allocating sufficient time for the Showcase. To help new students develop familiarity with the Showcase format and build confidence, a proper orientation could be provided prior to their participation. Greater attention could also be given to structured peer feedback and opportunities to reflect on their experiences. In addition, the school could encourage students to explore the diverse formats of the Showcase, as intended by the BB, rather than simply relying on chart-based presentations. Other BB school could consider these findings when reviewing their Learning Showcase practices. The findings may also be relevant to non-BB schools interested in adopting a similar practice to extend the learning beyond conventional classroom activities.

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