SELF-REGULATED LEARNING

IN AN ONLINE ENVIRONMENT

Martine Baars baars@essb.eur.nl
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ACTIVITY 1A

What do you think students need to do in order to be successful in online learning environments?

Work with 2 or 3 persons. Write down the activities that you think students should be doing or the skills a student should have to be successful on the sticky notes provided.

Please use one sticky note for one activity or skill.

REGULATING LEARNING

Self-Regulated Learning
- The individual as a regulator of a behavior.
- Learners actively interpret and reorganize ideas.

Co-Regulated Learning
- Learners and others share a common problem-solving plane
- A learner and another (often a more capable other, e.g., a more advanced student, peer tutor) sharing in the regulation of learning for the learner.

Socially Shared-Regulated Learning
- Multiple learners regulating their learning collectively.
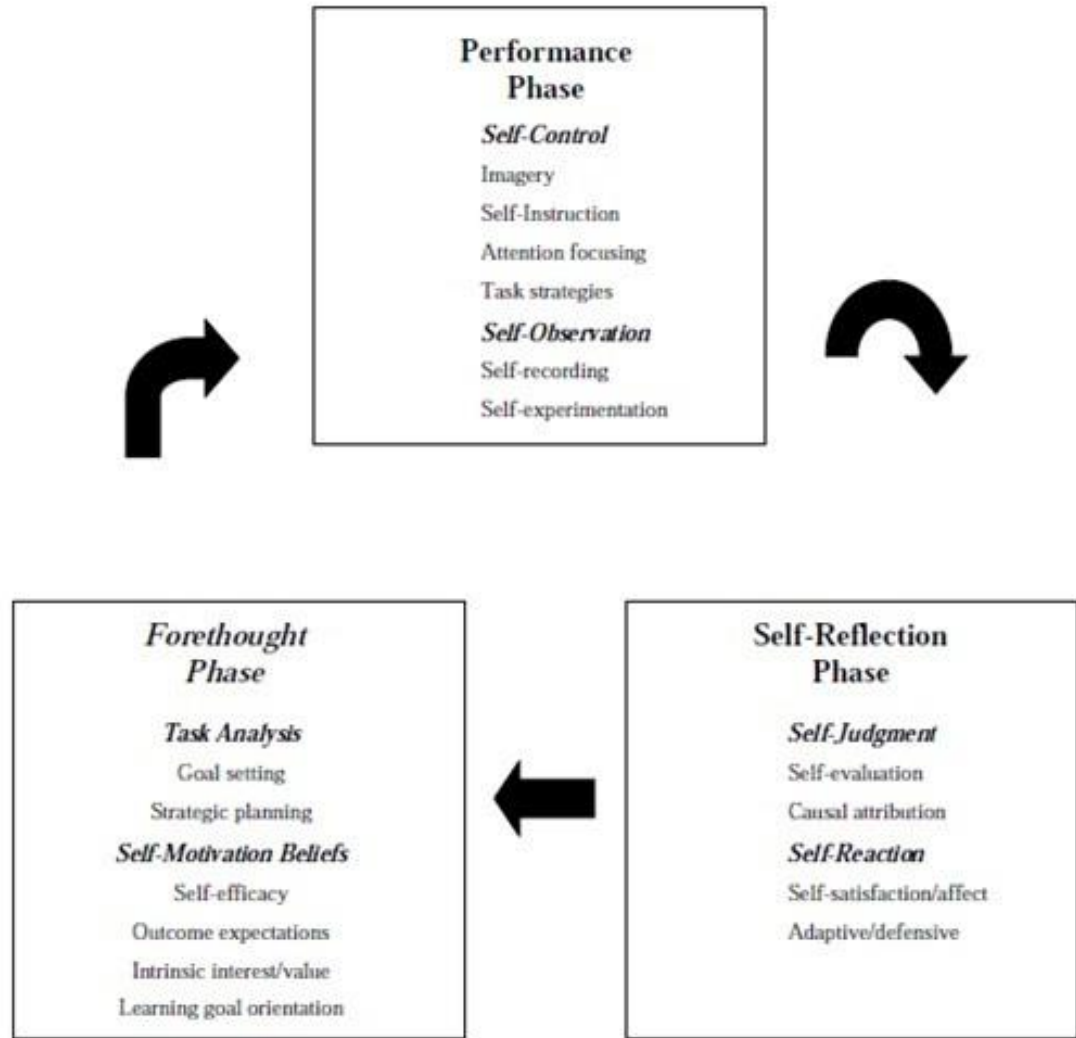- Socially shared cognition whereby goals and standards are co-constructed
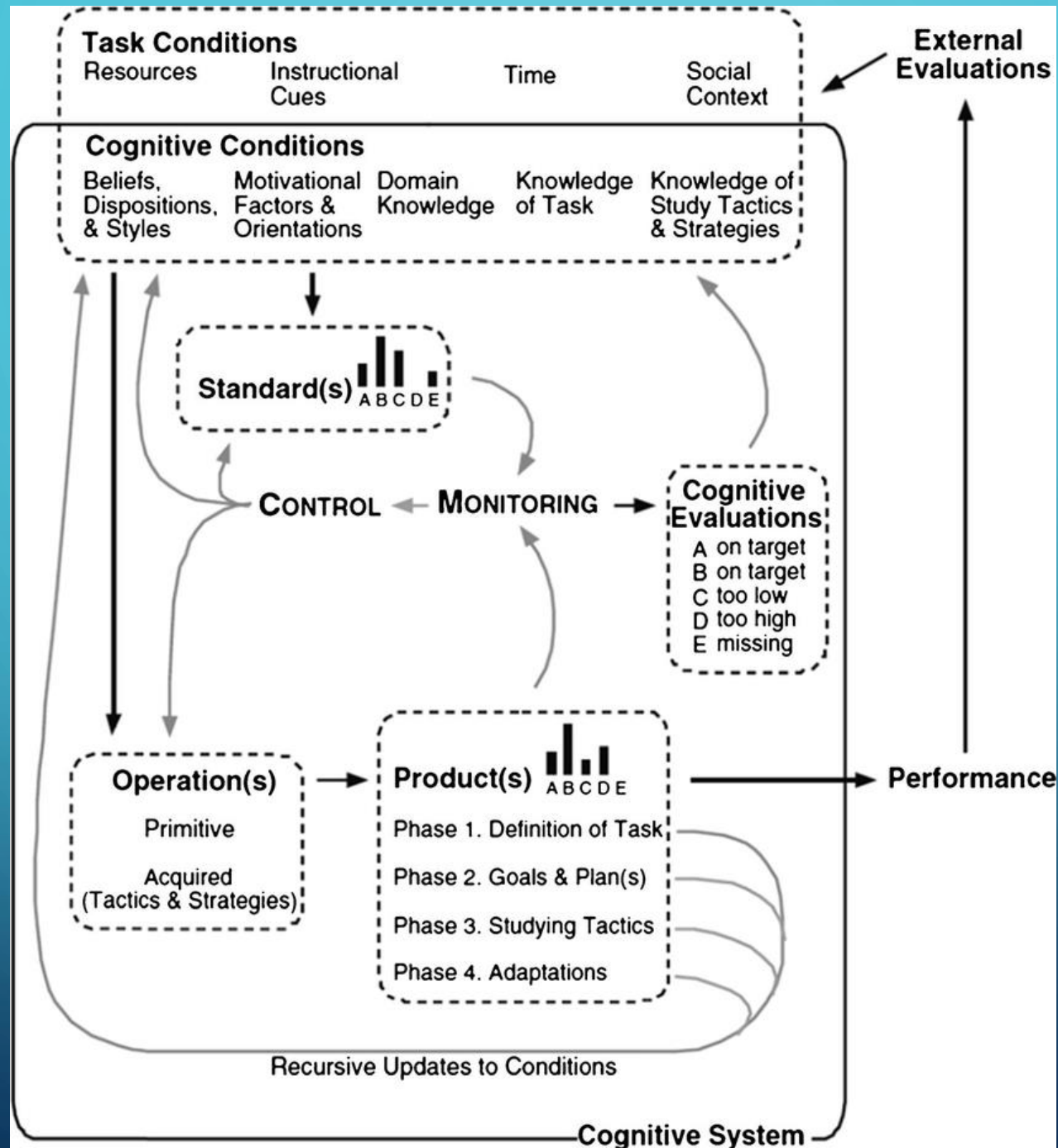
(Hadwin, Järvelä, & Miller, 2011)

Figure 1. Zimmerman's Model of Self-Regulated Learning. Adapted from ``Becoming a Self-Regulated Learner: An Overview,'' by B. J. Zimmerman, 2002, *Theory Into Practice*, *41*, P. 67.

(Winne & Hadwin, 1998)

KEY TAKEAWAY 1

Students are required to be engaged in various different types of activities involving (self)regulation of learning.

ACTIVITY 1B

What do you think we can measure about self-regulated learning behaviors or skills in online learning environments?

Work with 2 or 3 persons. Use the sheet of paper, divide it in two equal parts, **left: not measurable, right: measurable**. Stick the notes from the previous exercise on the sheet.

LEARNING ANALYTICS AND SRL

- Calculation (e.g., duration, count, probability)

- Recommendation (e.g., what should be changed and instruct how)

→ Learning analytics have the potential to support student's self-regulated learning processes and develop their self-regulated learning skills

(Winne, 2017)

YET…

- Learning analytics methods have been developed based on trace data from learning management systems and/or MOOCs
  - Not always easy to interpret (e.g., revisiting quizzes, watching a video or not)
    - Do these traces represent SRL behaviors, processes or skills?

  - Questions on what to trace, how to trace, how to present this data back to students?

(Winne, 2017)

KEY TAKEAWAY 2

There are many possibilities to measure and/or support (self-)regulation of learning, but is not easy or straightforward.

WHAT ABOUT YOU?

- Teacher? Researcher? Data scientist? Educational scientist? Educational psychologist?

KEY TAKEAWAY 3

Supporting (self-)regulation of learning requires educators, psychologists, instructional designers, and computer scientists to work together.

TIP

Session 6: Design your own learning analytics dashboards

By Ioana Jivet and Manuel Valle Torre

THANK YOU!

Martine Baars

baars@essb.eur.nl

www.aceyourselfstudy.nl