La influencia del aprendizaje autorregulado en el aprendizaje online

A/Professor Jaclyn Broadbent

Aprendizaje autorregulado

"Se refiere a pensamientos, sentimientos y acciones autogenerados que se planifican y adaptan cíclicamente al logro de metas personales" (Zimmerman 2000 p.14)

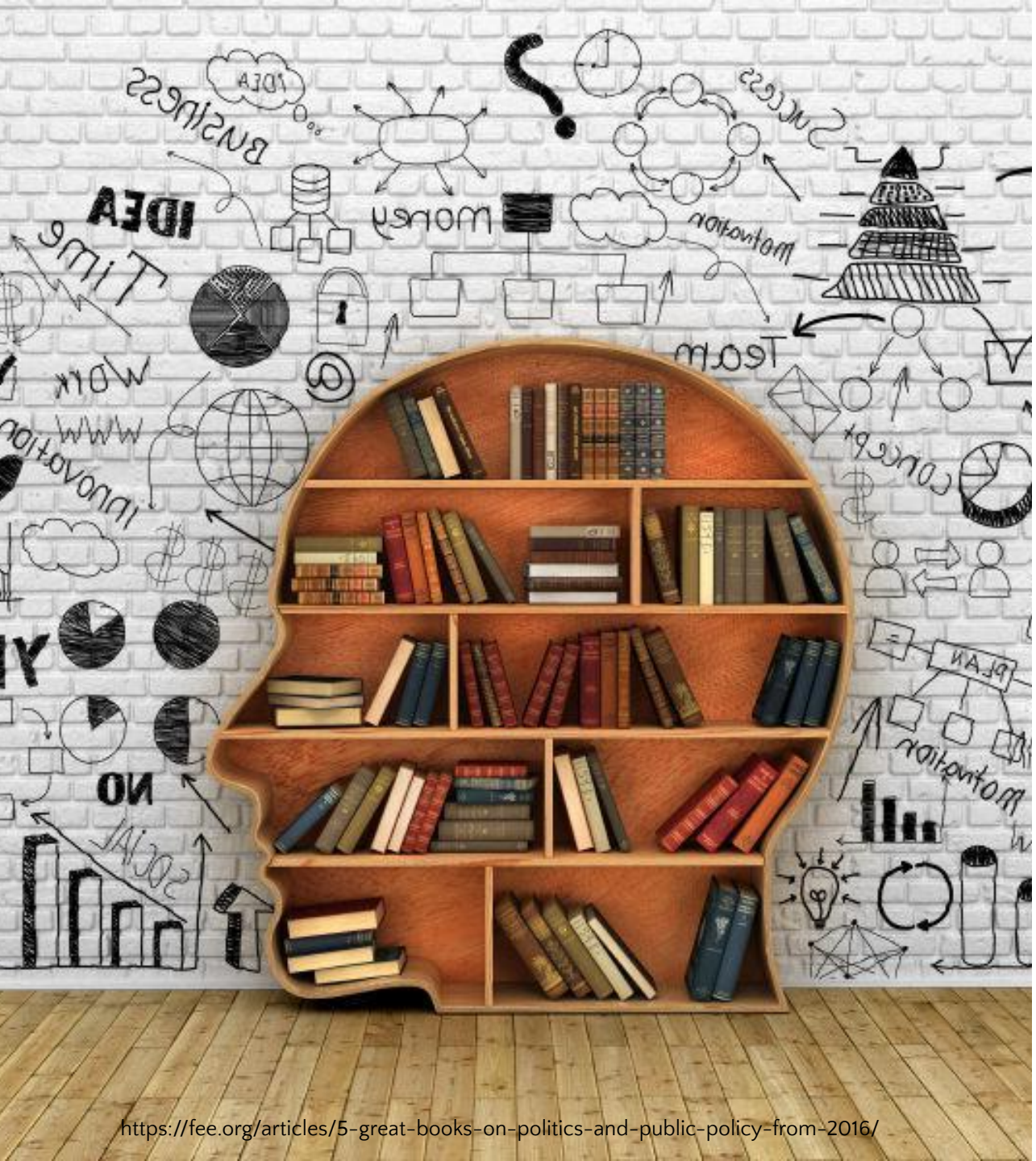
https://www.ericrovner.com/kid-rock

¿Los estudiantes usan estrategias de aprendizaje autorregulado de manera diferente en línea?

Estudio 1

Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, *27*, 1-13.

https://fee.org/articles/5-great-books-on-politics-and-public-policy-from-2016/



https://fee.org/articles/5-great-books-on-politics-and-public-policy-from-2016/

Gestión del tiempo

Metacognición

Regulación del esfuerzo

Pensamiento crítico

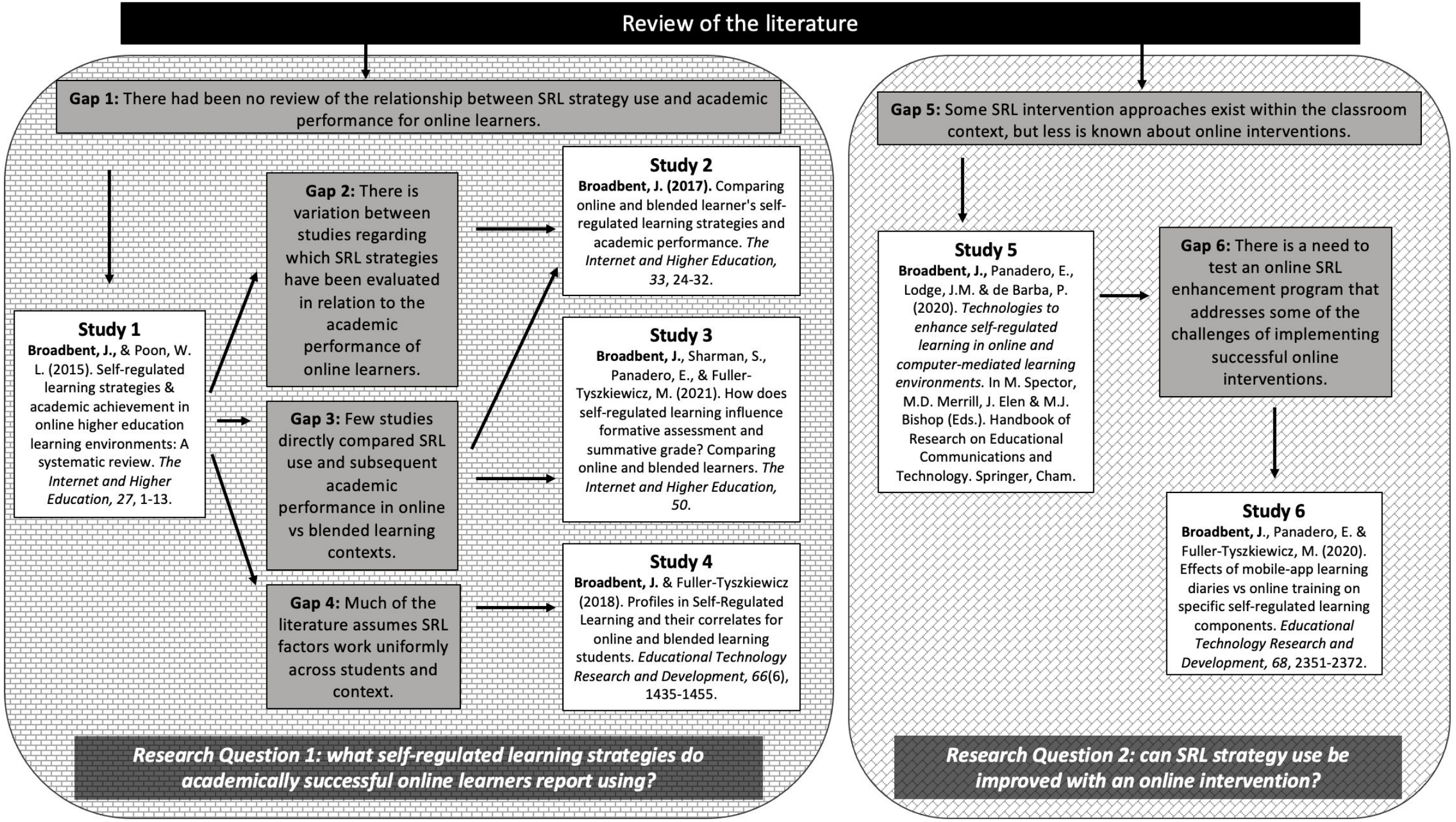
Aprendizaje entre pares

Elaboración

Ensayo

Organización

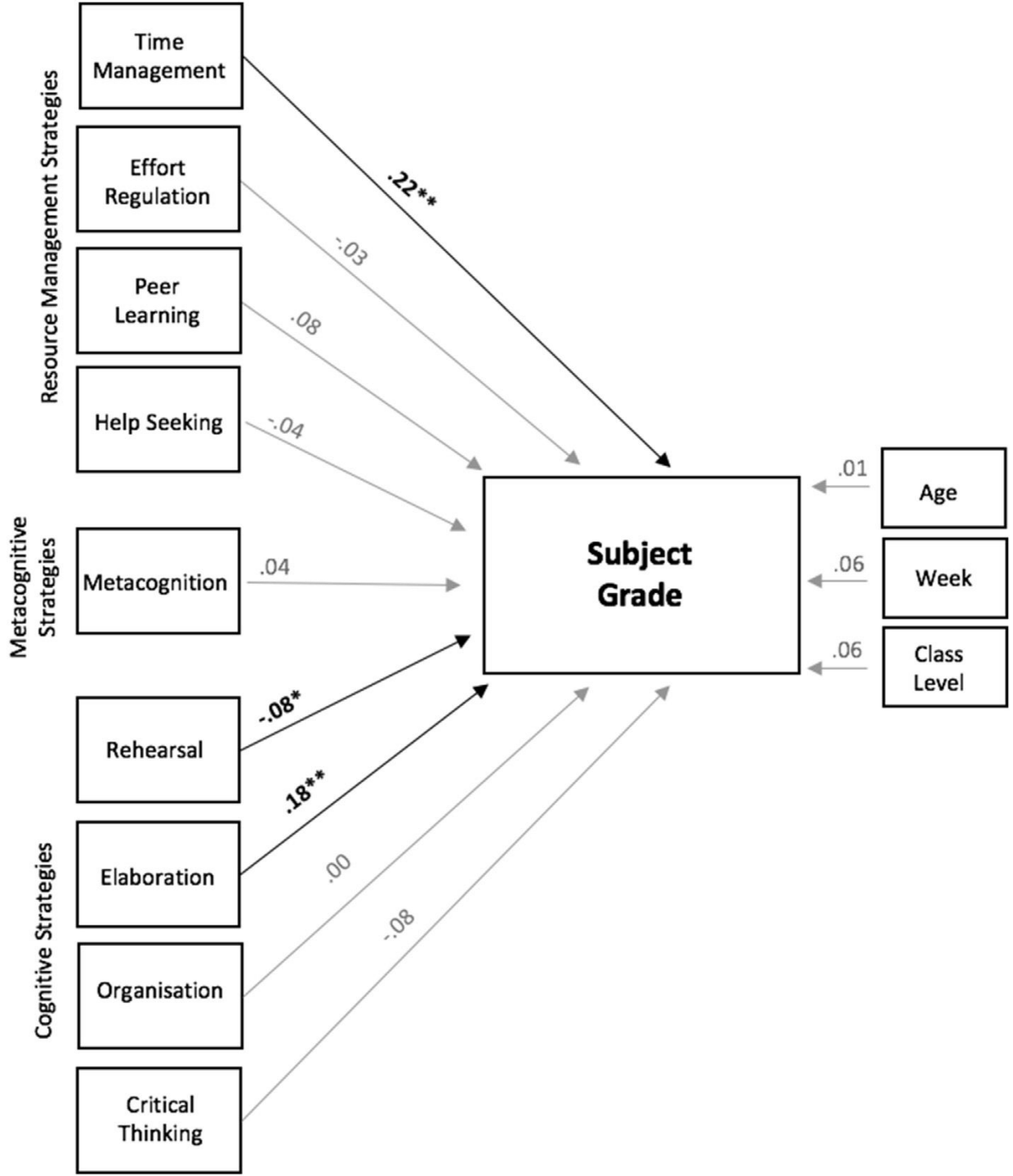
Ayuda buscando


Review of the literature
Gap 1: There had been no review of the relationship between SRL strategy use and academic performance for online learners.
Study 1
Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. The Internet and Higher Education, 27, 1-13.
Gap 2: There is variation between studies regarding which SRL strategies have been evaluated in relation to the academic performance of online learners.
Gap 3: Few studies directly compared SRL use and subsequent academic performance in online vs blended learning contexts.
Gap 4: Much of the literature assumes SRL factors work uniformly across students and context.
Study 2
Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. The Internet and Higher Education, 33, 24-32.
Study 3
Broadbent, J., Sharman, S., Panadero, E., & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners. The Internet and Higher Education, 50.
Study 4
Broadbent, J. & Fuller-Tyszkiewicz (2018). Profiles in Self-Regulated Learning and their correlates for online and blended learning students. Educational Technology Research and Development, 66(6), 1435-1455.
Research Question 1: what self-regulated learning strategies do academically successful online learners report using?
Gap 5: Some SRL intervention approaches exist within the classroom context, but less is known about online interventions.
Study 5
Broadbent, J., Panadero, E., Lodge, J.M. & de Barba, P. (2020). Technologies to enhance self-regulated learning in online and computer-mediated learning environments. In M. Spector, M.D. Merrill, J. Elen & M.J. Bishop (Eds.). Handbook of Research on Educational Communications and Technology. Springer, Cham.
Gap 6: There is a need to test an online SRL enhancement program that addresses some of the challenges of implementing successful online interventions.
Study 6
Broadbent, J., Panadero, E. & Fuller-Tyszkiewicz, M. (2020). Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. Educational Technology Research and Development, 68, 2351-2372.
Research Question 2: can SRL strategy use be improved with an online intervention?

https://www.bostonglobe.com/opinion/editorials/2017/11/27/online-learning-can-ease-economic-inequality/Z4TYVHIX6GuSR7pYjEopnK/story.html

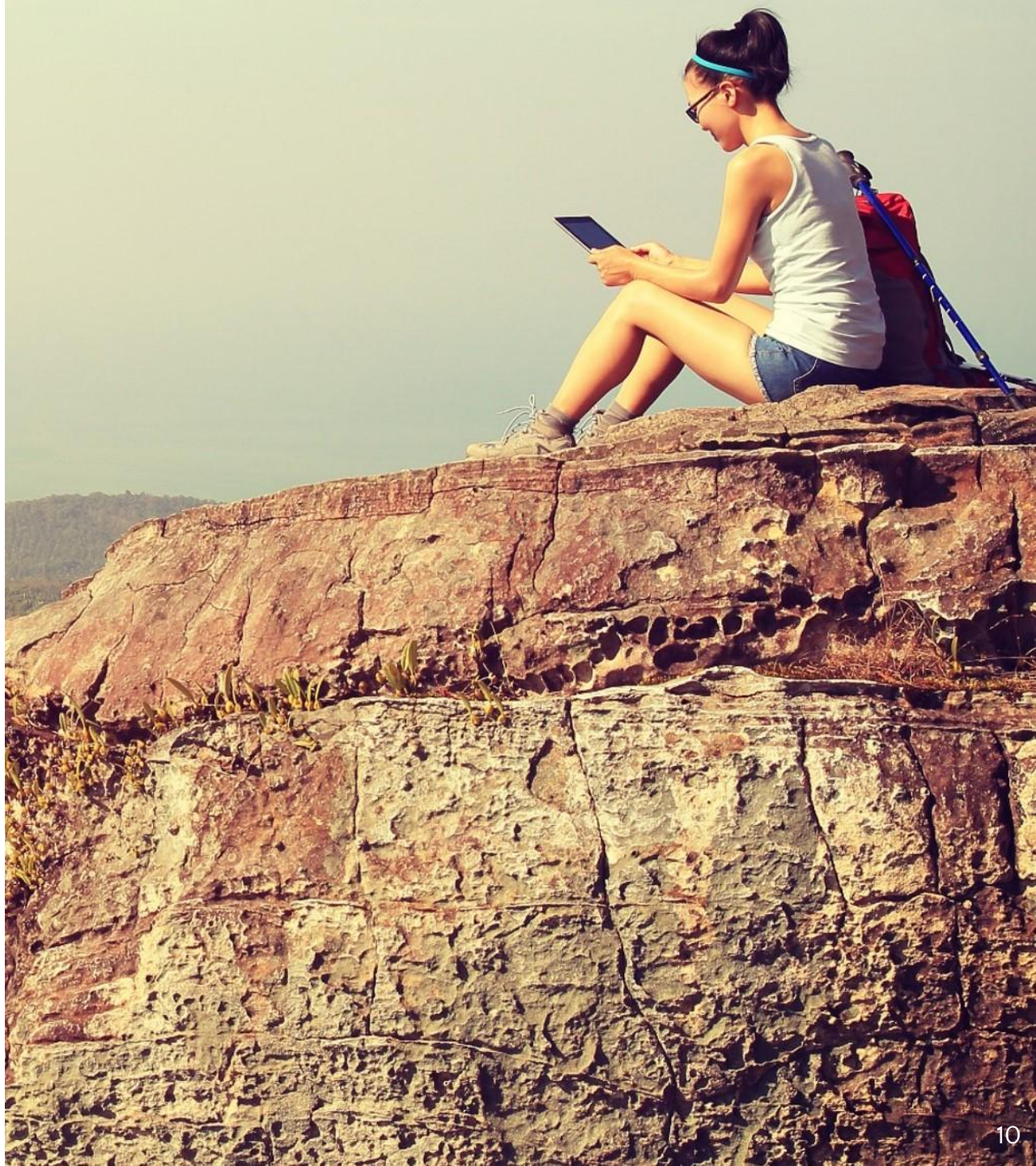
Estudio 2 2:

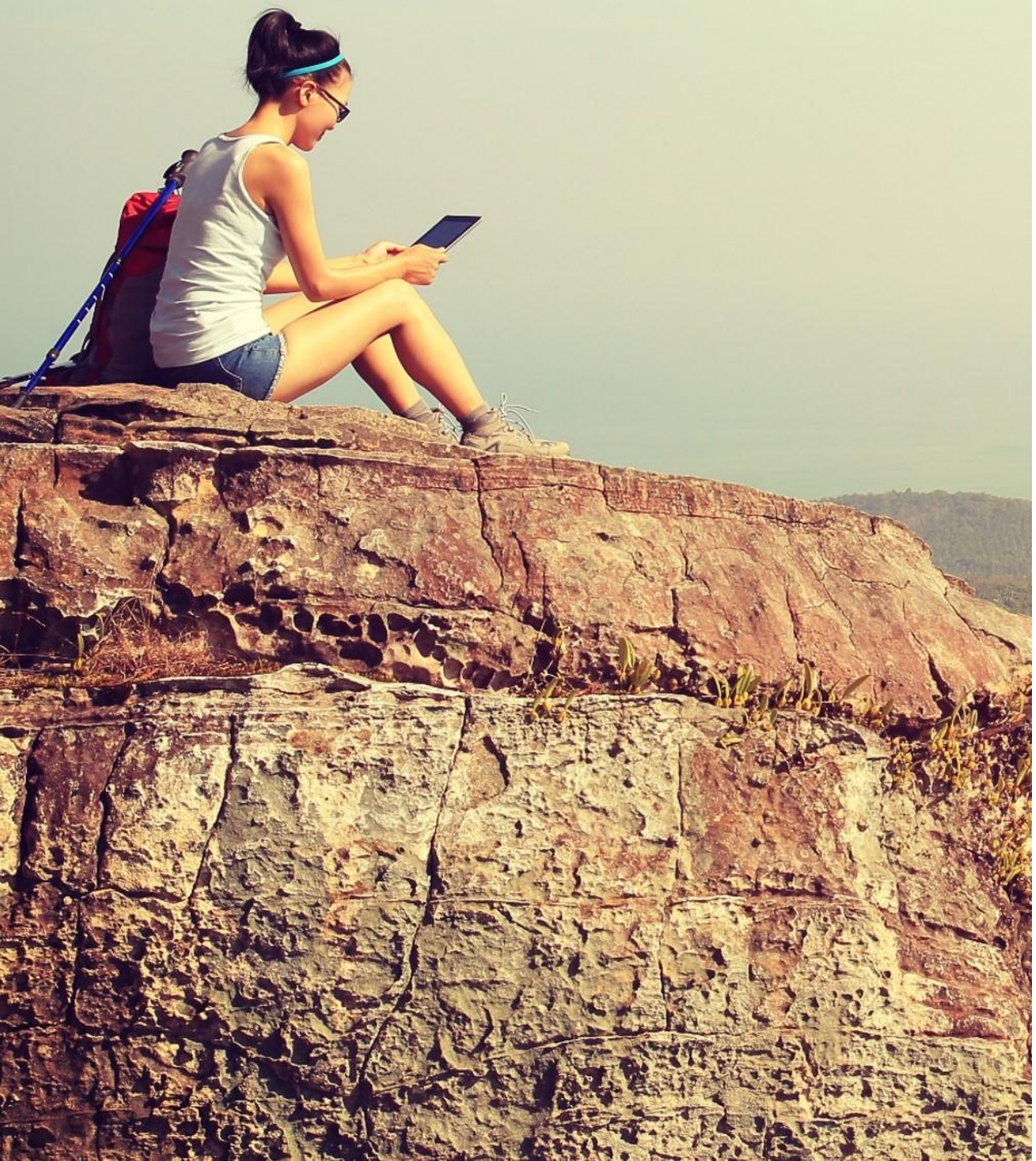
Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. *The Internet and Higher Education*, *33*, 24-32


Resource Management Strategies
Time Management
Effort Regulation
Peer Learning
Help Seeking
Metacognitive Strategies
Metacognition
Cognitive Strategies
Rehearsal
Elaboration
Organisation
Critical Thinking
.22**
-.03
.08
-.04
.04
-.08*
.18**
.00
-.08
Subject Grade
.01
Age
.06
Week
.06
Class Level

Estudio 3: Escenario de Aprendizaje Específico

Broadbent, J., Sharman, S. Panadero, E & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners.



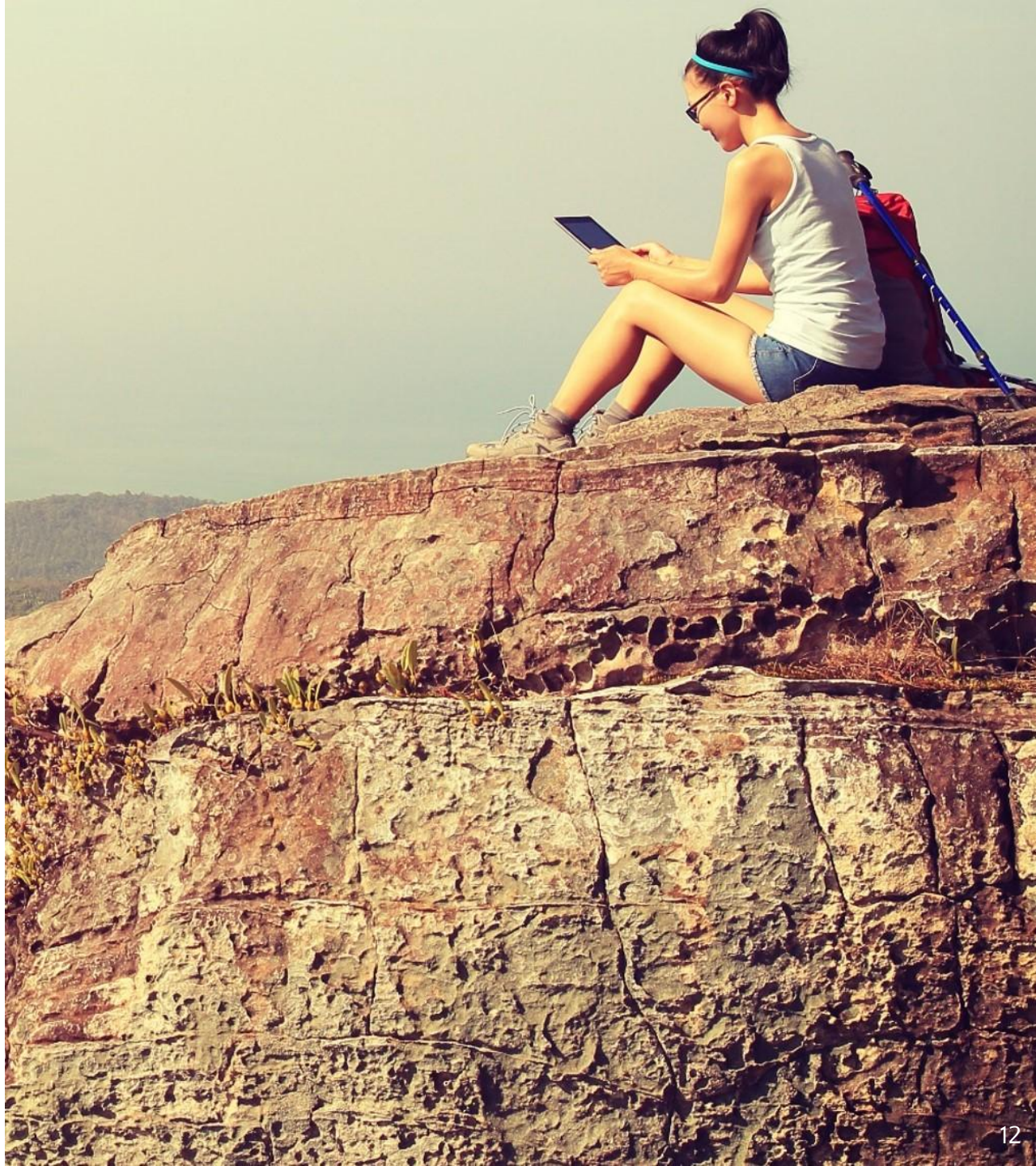


Aparte...

Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. Educational Research Review, 17, 63-84.

Estudio 3: Escenario de Aprendizaje Específico

Broadbent, J., Sharman, S. Panadero, E & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners.



Escenario de Aprendizaje Específico

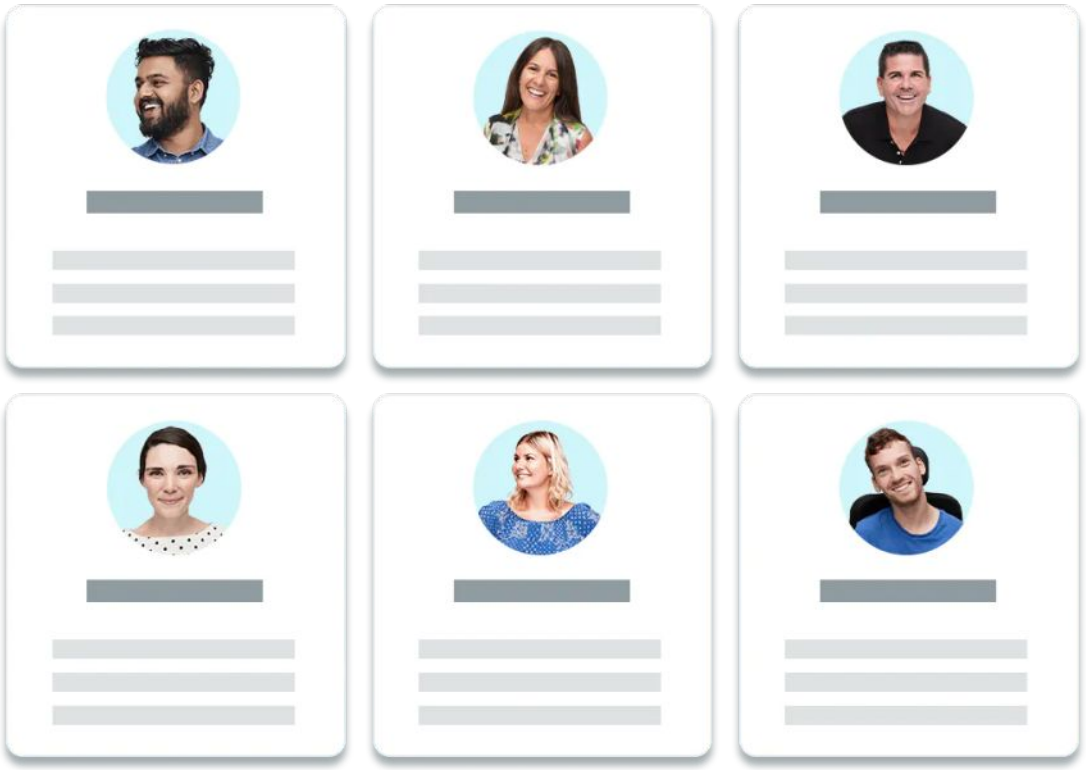
Los estudiantes en línea obtuvieron calificaciones más altas que los estudiantes mixtos en todas las variables

No hubo diferencia en las calificaciones entre los estudiantes en línea y mixtos.

En promedio, ambos grupos mejoraron ~ 15%

La gestión del tiempo, la regulación del esfuerzo y la autoeficacia para predecir mejor el rendimiento académico de los estudiantes en línea.

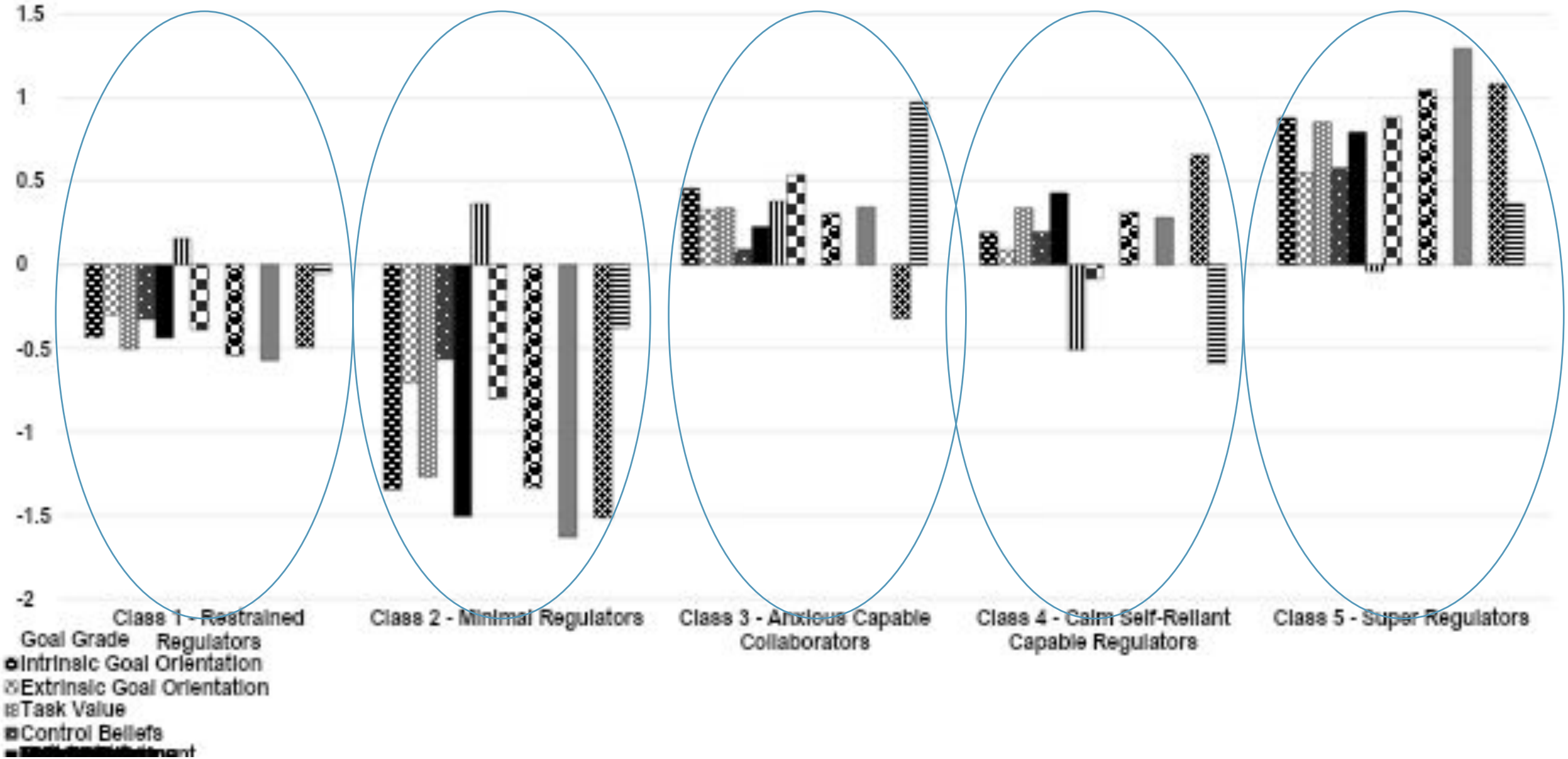
La regulación del esfuerzo y la autoeficacia para predecir mejor el rendimiento académico de los aprendices combinados.



https://hireup.com.au/tips-for-profiles/

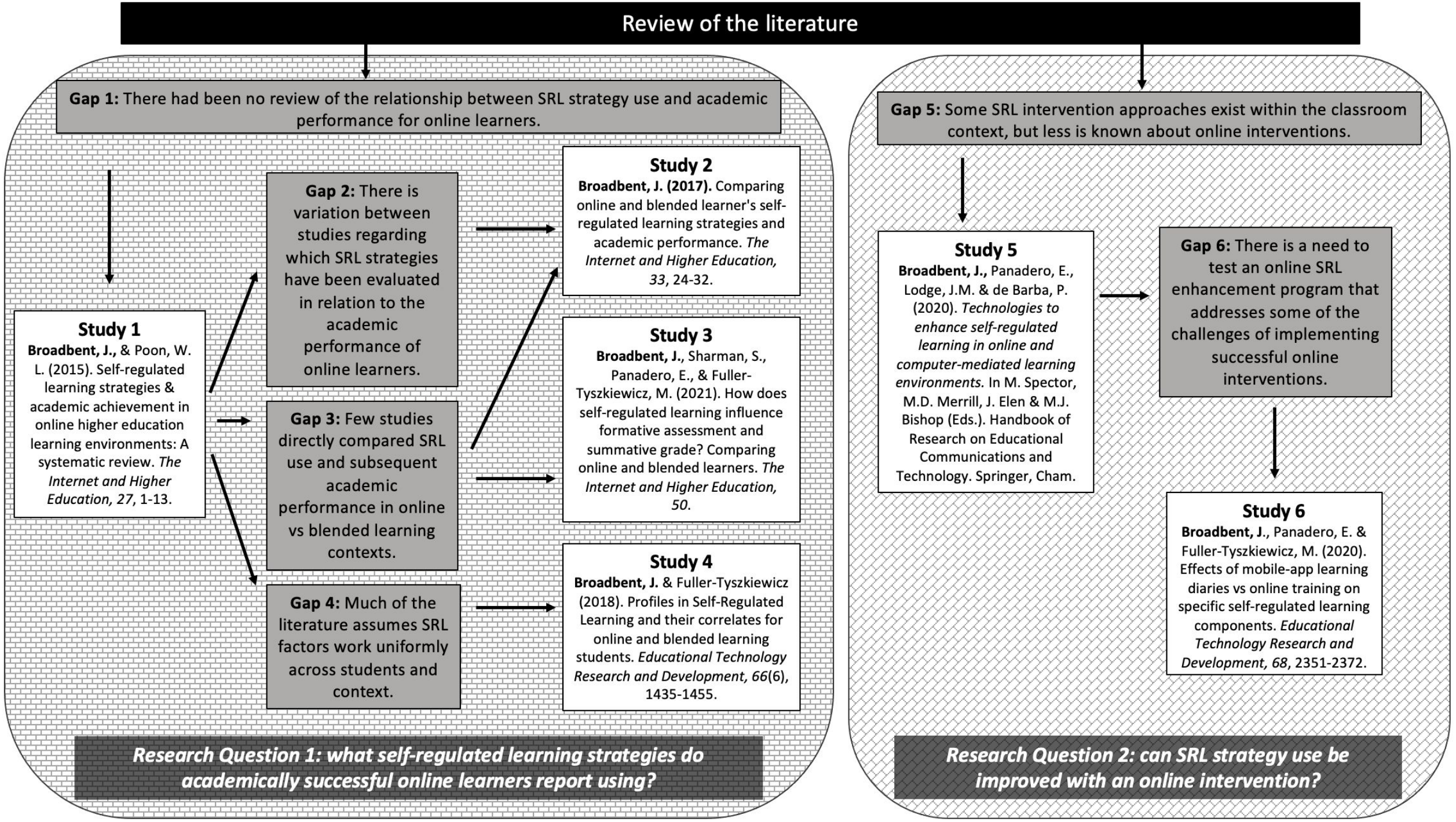
Estudio 4: Perfiles SRL

Broadbent, J., & Fuller-Tyszkiewicz, M. (2018). Profiles in self-regulated learning and their correlates for online and blended learning students. *Educational technology research and development*, *66*(6), 1435-1455.


1.5
1
0.5
0
-0.5
-1
-1.5
-2
Class 1 - Restrained Regulators
Class 2 - Minimal Regulators
Class 3 - Anxious Capable Collaborators
Class 4 - Calm Self-Reliant Capable Regulators
Class 5 - Super Regulators
Goal Grade
Intrinsic Goal Orientation
Extrinsic Goal Orientation
Task Value
Control Beliefs

	Clase 1 Reguladores restringidos[a]	Class 2 Reguladores Mínimos [b]	Clase 3 Colaboradores Capaces ansiosos[c]	Clase 4 Reguladores calmados capaces de autosuciencia[d]	Clase 5 Super Regulatodores[e]
Edad	22.03[d,e]	21.50[d,e]	21.64[d,e]	25.59[a,b,c]	26.00[a,b,c]
Calificación	71.51[b,d,e]	64.48[a,c,d,e]	71.12[b,d,e]	76.02[a,b,c]	76.17[a,b,c]
Intencion	16.23[b,c,d,e]	14.63[a,c,d,e]	16.89[a,b,d,e]	18.57[a,b,c,e]	19.45[a,b,c,d]
Automaticidad	10.32[b,d,e]	8.06[a,c,d,e]	11.17[b,d,e]	12.41[a,b,c,e]	14.68[a,b,c,d]
Mujeres^	.82[e]	.85	.79[e]	.88	.94[a,c]
En Campus^	.86[d,e]	.83[d,e]	.87[d,e]	.68[a,b,c]	.60[a,b,c]

^ Denota variables categóricas para las que los valores medios informados oscilan entre 0 y 1 y representan proporciones (es decir, 0,4 para mujeres indica que el 40% de los participantes en una clase determinada son mujeres). Las comparaciones post-hoc se ajustaron para la inflación del error de Tipo I


Review of the literature
Gap 1: There had been no review of the relationship between SRL strategy use and academic performance for online learners.
Study 1
Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. The Internet and Higher Education, 27, 1-13.
Gap 2: There is variation between studies regarding which SRL strategies have been evaluated in relation to the academic performance of online learners.
Gap 3: Few studies directly compared SRL use and subsequent academic performance in online vs blended learning contexts.
Gap 4: Much of the literature assumes SRL factors work uniformly across students and context.
Study 2
Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. The Internet and Higher Education, 33, 24-32.
Study 3
Broadbent, J., Sharman, S., Panadero, E., & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners. The Internet and Higher Education, 50.
Study 4
Broadbent, J. & Fuller-Tyszkiewicz (2018). Profiles in Self-Regulated Learning and their correlates for online and blended learning students. Educational Technology Research and Development, 66(6), 1435-1455.
Research Question 1: what self-regulated learning strategies do academically successful online learners report using?
Gap 5: Some SRL intervention approaches exist within the classroom context, but less is known about online interventions.
Study 5
Broadbent, J., Panadero, E., Lodge, J.M. & de Barba, P. (2020). Technologies to enhance self-regulated learning in online and computer-mediated learning environments. In M. Spector, M.D. Merrill, J. Elen & M.J. Bishop (Eds.). Handbook of Research on Educational Communications and Technology. Springer, Cham.
Gap 6: There is a need to test an online SRL enhancement program that addresses some of the challenges of implementing successful online interventions.
Study 6
Broadbent, J., Panadero, E. & Fuller-Tyszkiewicz, M. (2020). Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. Educational Technology Research and Development, 68, 2351-2372.
Research Question 2: can SRL strategy use be improved with an online intervention?

Estudio 5

Study 5: Broadbent, J., Panadero, E., Lodge, J. M., & de Barba, P. (2020). Technologies to Enhance Self-Regulated Learning in Online and Computer-Mediated Learning Environments. In Handbook of Research in Educational Communications and Technology (pp. 37-52). Springer, Cham.

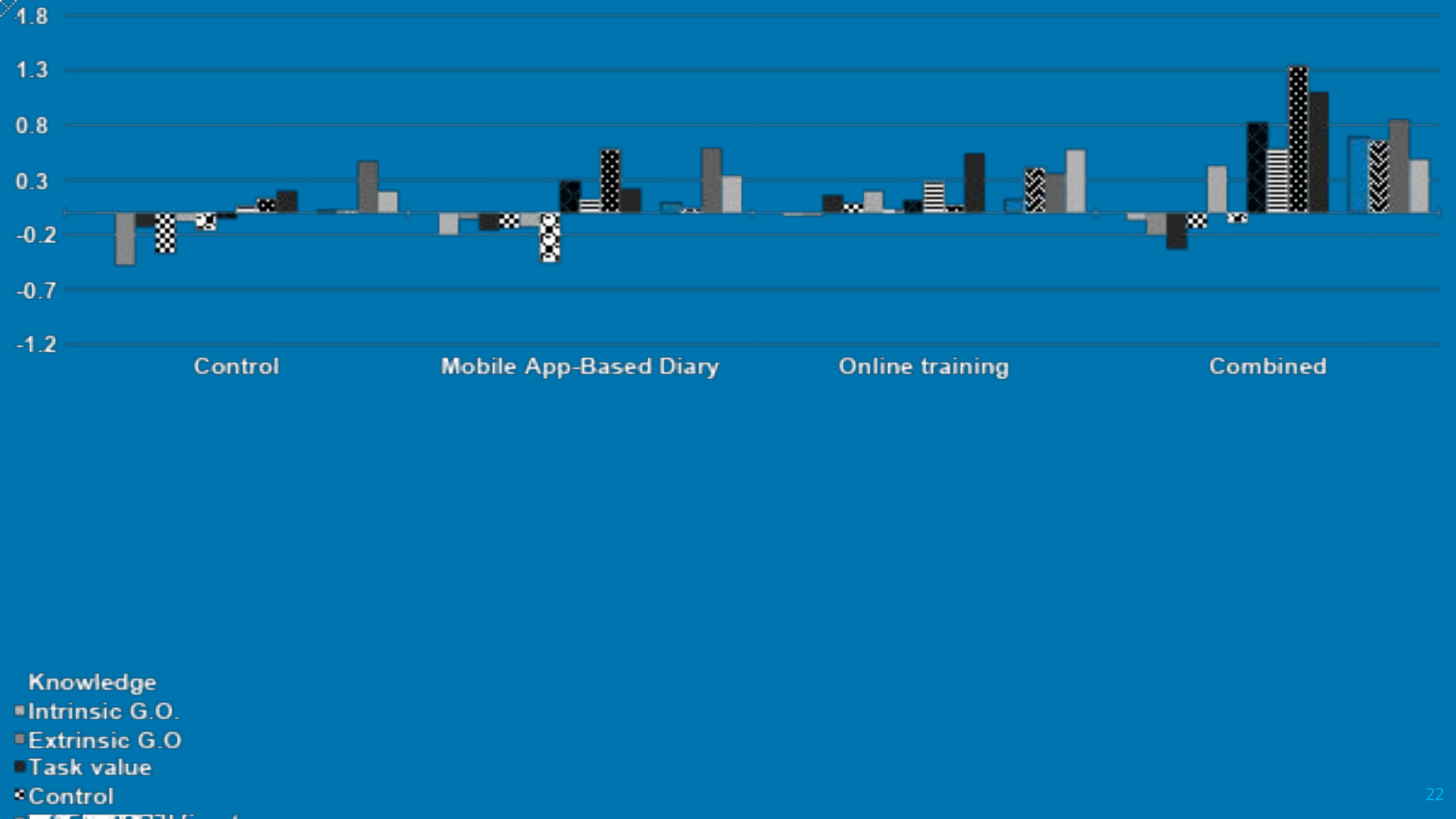
1	**Inferir procesos (meta)cognitivos de SRL a través de datos de comportamiento**
2	Efectos inexplorados de las intervenciones de SRL sobre el aprendizaje y el desempeño
3	Capturando todo el proceso de SRL con todas sus fases en lugar de segmentos
4	Intervenciones específicas o inespecíficas del dominio
5	Decisión del agente de cambio
6	Capacidad de las intervenciones de SRL basadas en tecnología para mejorar el desarrollo independiente de SRL de los estudiantes

Estudio 6: Intervención SRL

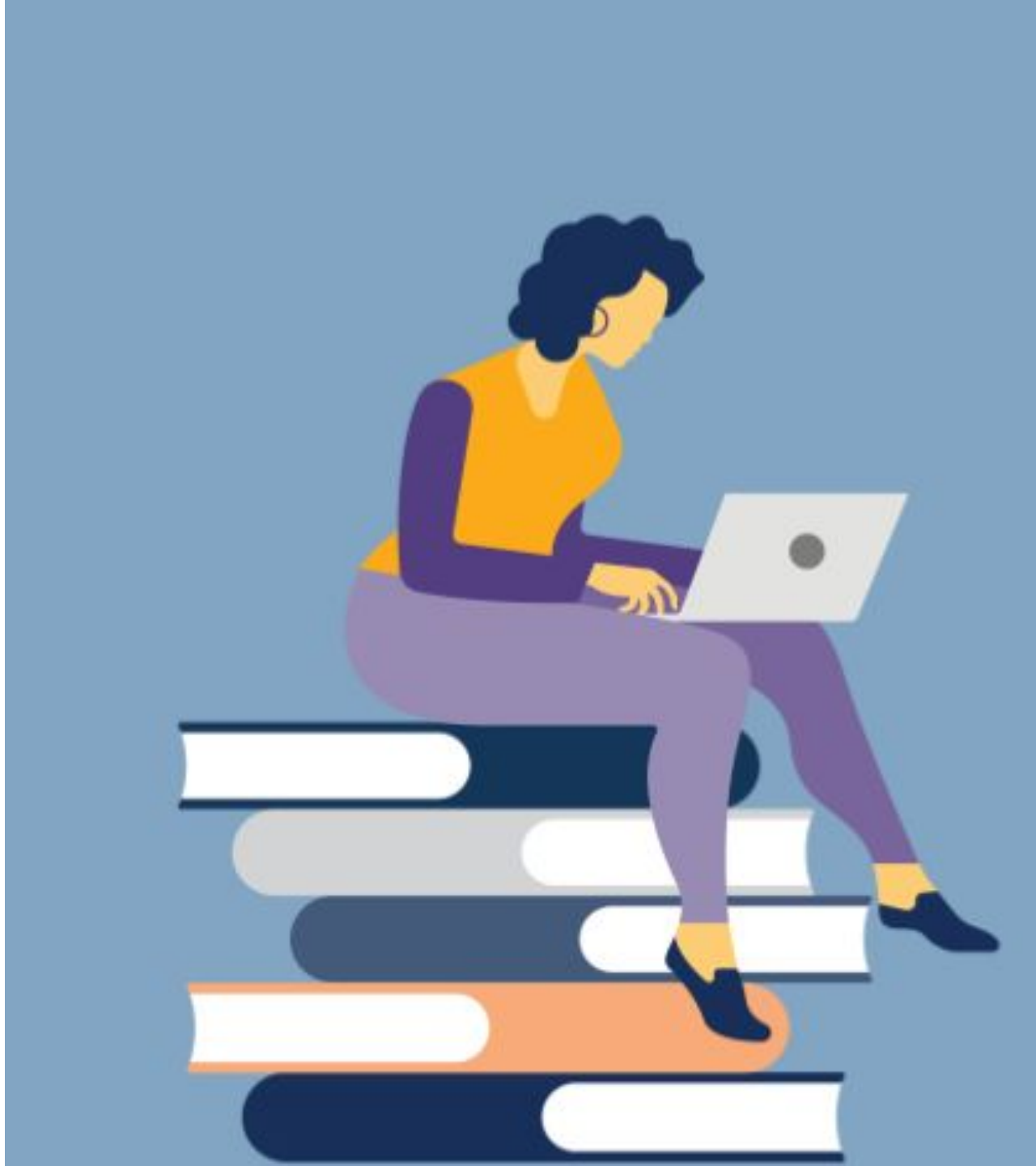
Broadbent, J., Panadero, E., & Fuller-Tyszkiewicz, M. (2020). Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. *Education Technology Research and Development*.

Estudio de control aleatorizado con 4 condiciones

Entrenamiento en línea independiente de la disciplina Tres sesiones de 60 a 90 minutos durante 21 días *n*=16	**Diarios independientes de la disciplina basados en aplicaciones móviles** Completado diariamente durante 21 días. *n*=21
Entrenamientos y diarios combinados Tres sesiones de entrenamiento de 60-90 minutos durante 21 días + Diarios diarios durante 21 días *n*=14	**Control** Los estudiantes no participaron en ninguna intervención. *n*=22


1.8
1.3
0.8
0.3
-0.2
-0.7
-1.2
Control
Mobile App-Based Diary
Online training
Combined
Knowledge
Intrinsic G.O.
Extrinsic G.O
Task value
Control

Los participantes en la condición combinada mejoraron las estrategias cognitivas (elaboración, organización y pensamiento crítico), metacognitivas y de gestión de recursos (gestión del tiempo y regulación del esfuerzo) más que otras condiciones.



EN RESUMEN

¿QUÉ SIGUE?

Algunas referencias mencionadas

Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, *27*, 1-13.

Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. *The Internet and Higher Education*, *33*, 24-32

Broadbent, J., Sharman, S. Panadero, E & Fuller-Tyszkiewicz, M. (*under review*). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners.

Broadbent, J., & Fuller-Tyszkiewicz, M. (2018). Profiles in self-regulated learning and their correlates for online and blended learning students. Educational technology research and development, 66(6), 1435-1455.

Broadbent, J., Panadero, E., Lodge, J. M., & de Barba, P. (2020). Technologies to Enhance Self-Regulated Learning in Online and Computer-Mediated Learning Environments. In Handbook of Research in Educational Communications and Technology (pp. 37-52). Springer, Cham.

Broadbent, J., Panadero, E., & Fuller-Tyszkiewicz, M. (2020). Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. *Education Technology Research and Development*.

Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review*, 17, 63-84.