MOOCs & Self-Regulation

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Massive Open Online Courses (MOOCs) have greatly evolved around the world. Even with this high publicity, a lot of participants are not completing the course hence leading to high dropout rates with low completion rate.

**High level motivation**
- High dropout rates
- Low completion

**Some Reasons for participating**
- Curiosity
- To make friends
- To study the new trend
- Participate in a course

**Research investigation**
- Self-Regulated Learning
Research questions

The specific research questions addressed in this study:

(i) What levels of SRL skills are demonstrated within a diverse MOOC learner group and are there particular areas of weakness which MOOCs should seek to improve?

(ii) To what extent do learners choose to direct their own study path as opposed to following a guided course?

(iii) Is there correlation between SRL skills and the learning path chosen?
Self-regulated learning

Self-regulated learning refers to the ability of the learner to **plan beforehand** the pattern of their studying approaches before engaging with an online course. Effective e-learning can encourage learner **autonomy** by empowering students to **set goals** and plan a **route** to achieve them (Cunningham et al. 2003). Lack of self-regulated skills may prevent online learners from achieving **expected learning tasks** (Barnard et al. 2009).

*How do we define success... not by completers....but by expectations met!!*
Dimensions of Self-regulated learning

This study explores and investigates six dimensions of self-regulated learning.

- Goal setting
- Time management
- Help seeking
- Task strategies
- Environment structuring
- Self-evaluation
Goal setting

Goal setting in a brief definition is said to be the process of setting **specific goal** that will help in **specifying the expected outcomes to attain** in the task (Locke and Latham, 2002).

As a matter of fact, goal setting is described and classified to be more explicit cognitive ability of individual learner’s self-regulatory skills which was **unique** to each learner. Here the learners set **specific goals** for which they want to achieve and work toward attainment.
Another very important strategy to mention which is also one of the key strategies in this study is “time management”. Here in this case, in order not to hinder a better performance and outcome expectations, then learners have to incorporate enough skills to manage learning time. In addition, adequate time is imperative in preparing quality learning environment, structured with the disposition of learning resources and with no distraction in order for the learner to attain his/her set goals.
Another strategy used in this study is the “help seeking”, this strategy supports learners to obtain assistance from peers or tutors in order to understand and master areas of concerns within their studies. As a matter of fact, this self-regulated strategy helps students with low confident in their studies to get support from friends (peers) and also from the instructors.
Task strategies

It is however imperative to realize that task specific strategies decided by the learners helps to support learning reflection. In like manner, self-instruction as defined in the performance phase is said to be a strategy that helps the learner to self-direct their studies by reflecting during their learning process (Auvinen, 2015).
Environment structuring

Environment structuring tend to follow *implicit behaviour*, for instance, *eliminating all elements of distractions* from the preferred studying environment (Barnard, 2008).

Self-regulatory learning in the first place, has been seen to be the ability of exercising control over one’s learning behaviour and environment (Bandura, 1997).
Self-evaluation

Likewise self-evaluation as a component of self-judgement in the model refers to the learner’s personally assessing their performance based on specific criteria in collaboration with individual set goals (Auvinen, 2015) [193]. This process could be viewed from these dimensions; one, depend on whether the learner’s set goals were achieved and or not, which goes the other way round. This evaluation reflects our definition of success as whether the learner wants to complete the course or just to acquire specific area of interest.
Procedure

The modules are arranged in seven sessions (sessions 0 – 6). The learners have the option to decide route of study. The **self-directed** mode allows the learners to direct their learning. The **instructor led** mode On the contrary direct the learners to follow a structured module with **prerequisites**. The modes are inter-linked such that learners could decide to follow both modes. Learners could interact with the course surveys, quizzes and obtain course participation badges and certificate at the end of the course.
eLDa Tool – Novelty of the Research

Figure 1. The course architecture

Figure 2. Course interface

eLDaMOOC Platform :- http://eldamooc.org/
Support & Motivational Incentives

- Progress bar
- Visualization
- Prerequisites
- Discussion forum
- Badges
- Certificate
- Private messages

Figure 3. Student-Tutor support discussion forum
According to Barnard et al., they developed an instrument to measure self-regulation in an online learning environment. This instrument is known as an “online self-regulated learning questionnaire” (OSLQ). They mentioned the OSLQ instrument was an acceptable measure for the self-regulated learning skills of their blended course students.
Result 1: Learners’ SRL Dimensions

**Figure 4.** Overall Individual SRL dimensions
Result 2 : Learners’ SRL Dimensions

Figure 5. Learners’ SRL dimensions in relation to their preferred mode of study
Result 3: SRL Comparison

Self-study Mode

Guided Mode

Figure 6. Self-directed mode SRL dimensions  Figure 7. Instructor led mode SRL dimensions
Thank you
References


