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Hacking into your success: A self-regulated learning module for post-secondary students

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Introduction

- Students must monitor their own learning to be successful
- Self-regulated learning (SRL): “the strategic control of thoughts, actions and motivations to achieve personal goals and adaptively respond to environmental demands” (Zimmerman, 2008)
- Our solution is to develop an online, interactive module that teaches students how to be autonomous in their learning
- Professors can integrate the module framework into their own course
- Students complete surveys on their university online learning platform as part of their course work
- The project includes a practical participatory evaluation of the module



Figure 1. Three goals of the SRL project.

Methods

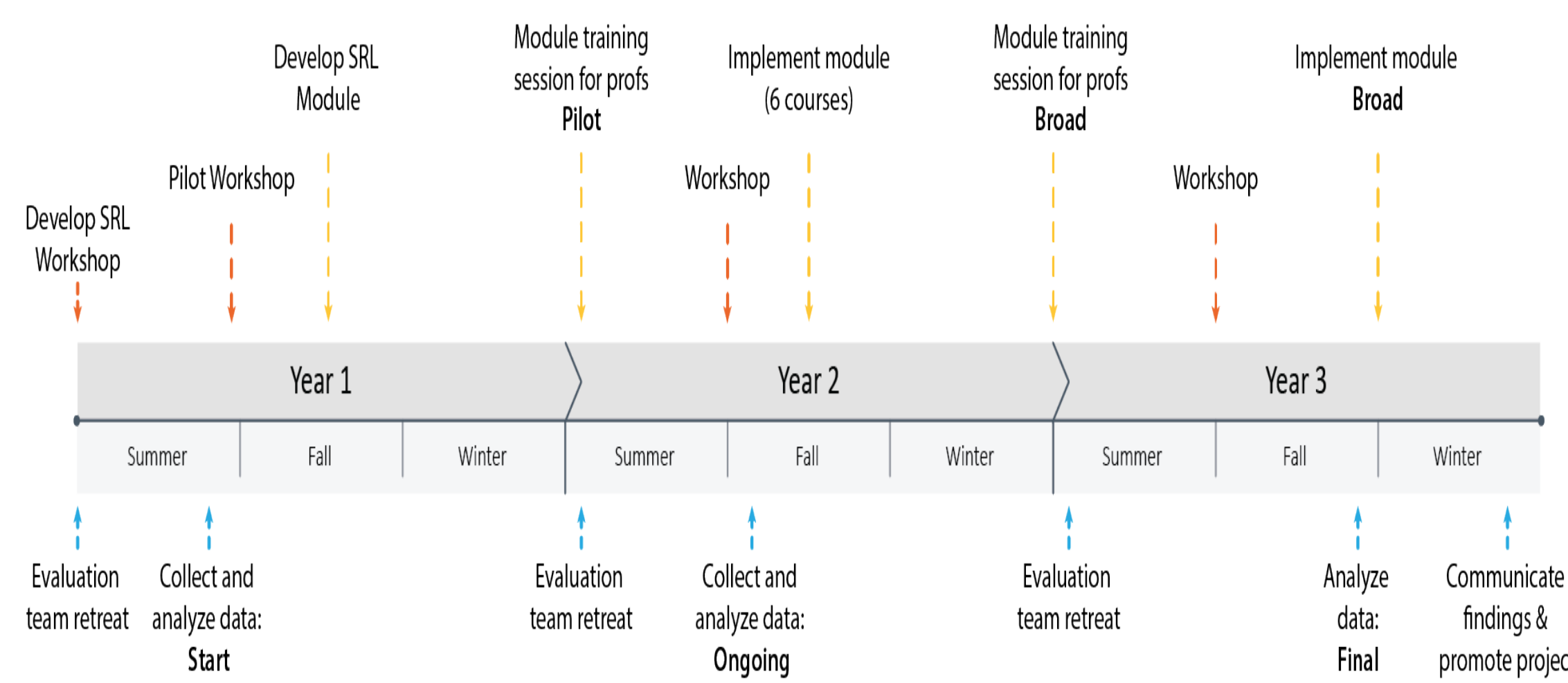


Figure 2. Timeline of the SRL project.

MODULE Evaluation Framework				
Major Evaluation Questions	Indicators	Data Source	Data Collection Methods	Bases of Comparison
Instructors				
What are the effects of the modules on instructors' teaching?	- Scores on course evaluations - Syllabus content	- Course evaluations - Syllabi	- Document review - Focus group	- Scores on pre-module course evaluations
Students				
How many students complete the modules?	- Registration - Attendance - Completion rate	- Tracking logs	- Document review	- Documented expectations
How do students perceive the modules?	- Students' perceptions	- Students	- Questionnaire - Focus group	- Documented expectations
Program Development				
What elements of the modules are transferable across academic disciplines?	- Perceptions of other faculty members	What elements of the modules are transferable across academic disciplines?	- Perceptions of other faculty members	What elements of the modules are transferable across academic disciplines?

Figure 3. Portion of the SRL module evaluation framework.

Results

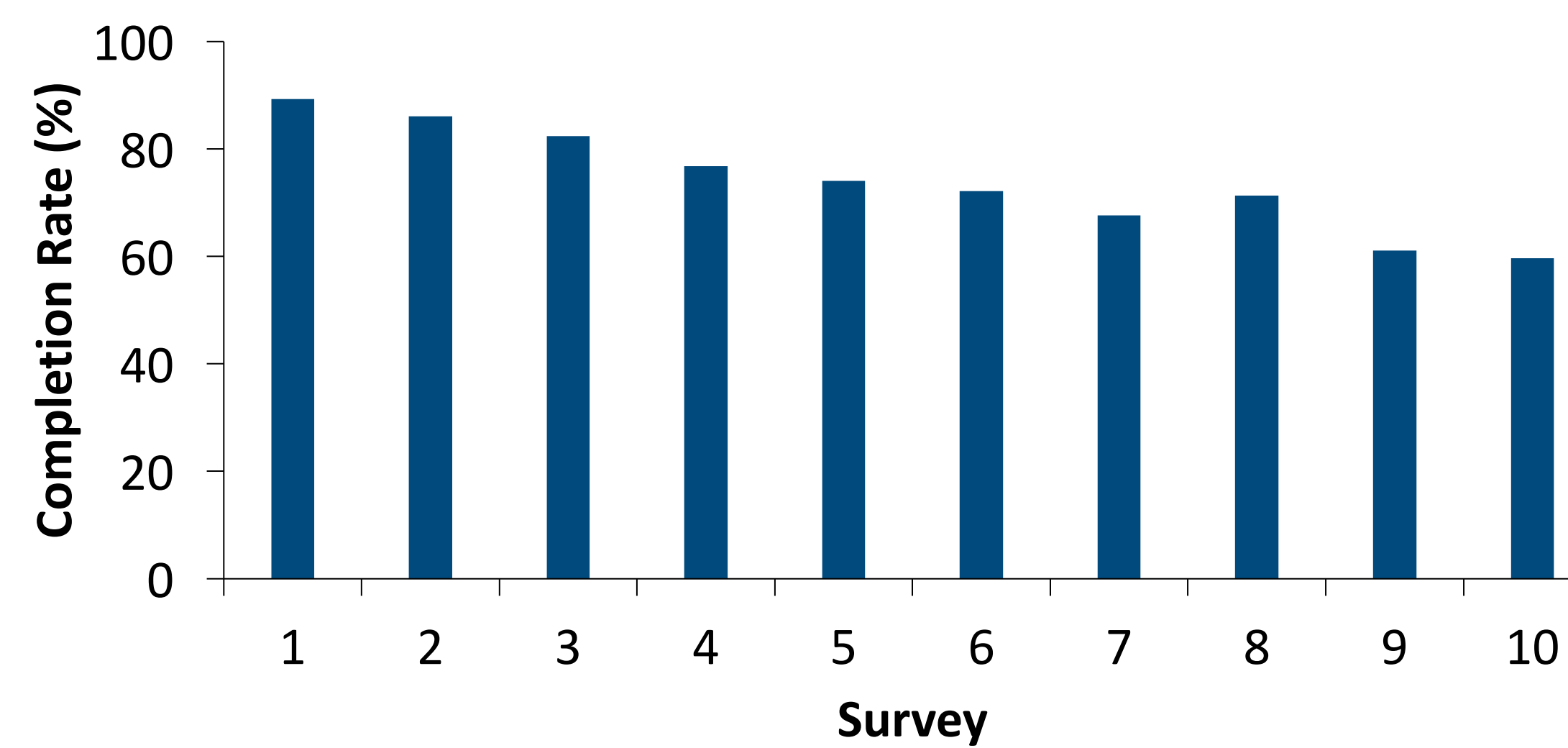


Figure 4. Survey completion rates in CHM2120A. The total number of registrants was 216. The completion of the module was worth 2% of the final grade.

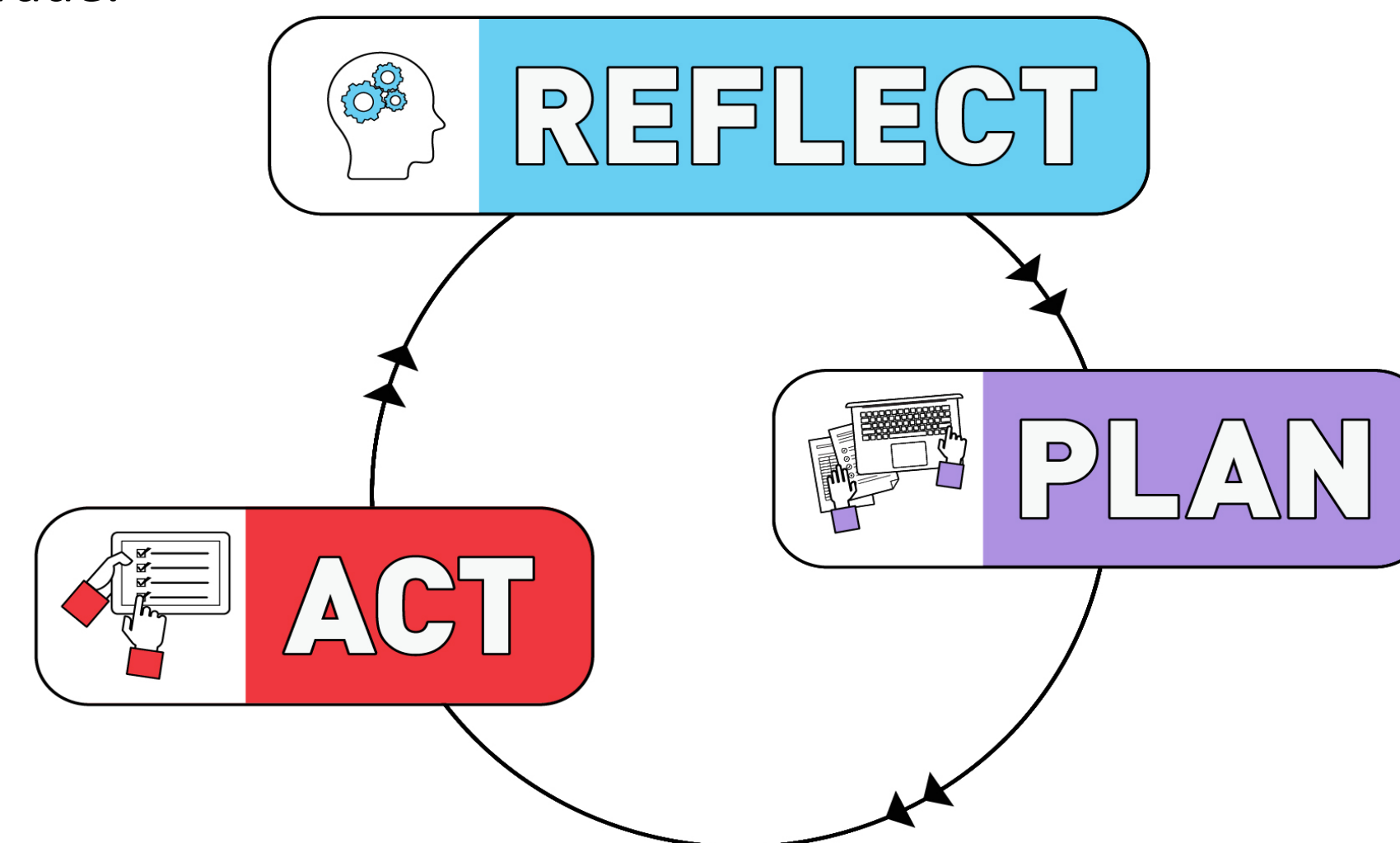


Figure 5. A typical self-regulated learning cycle.

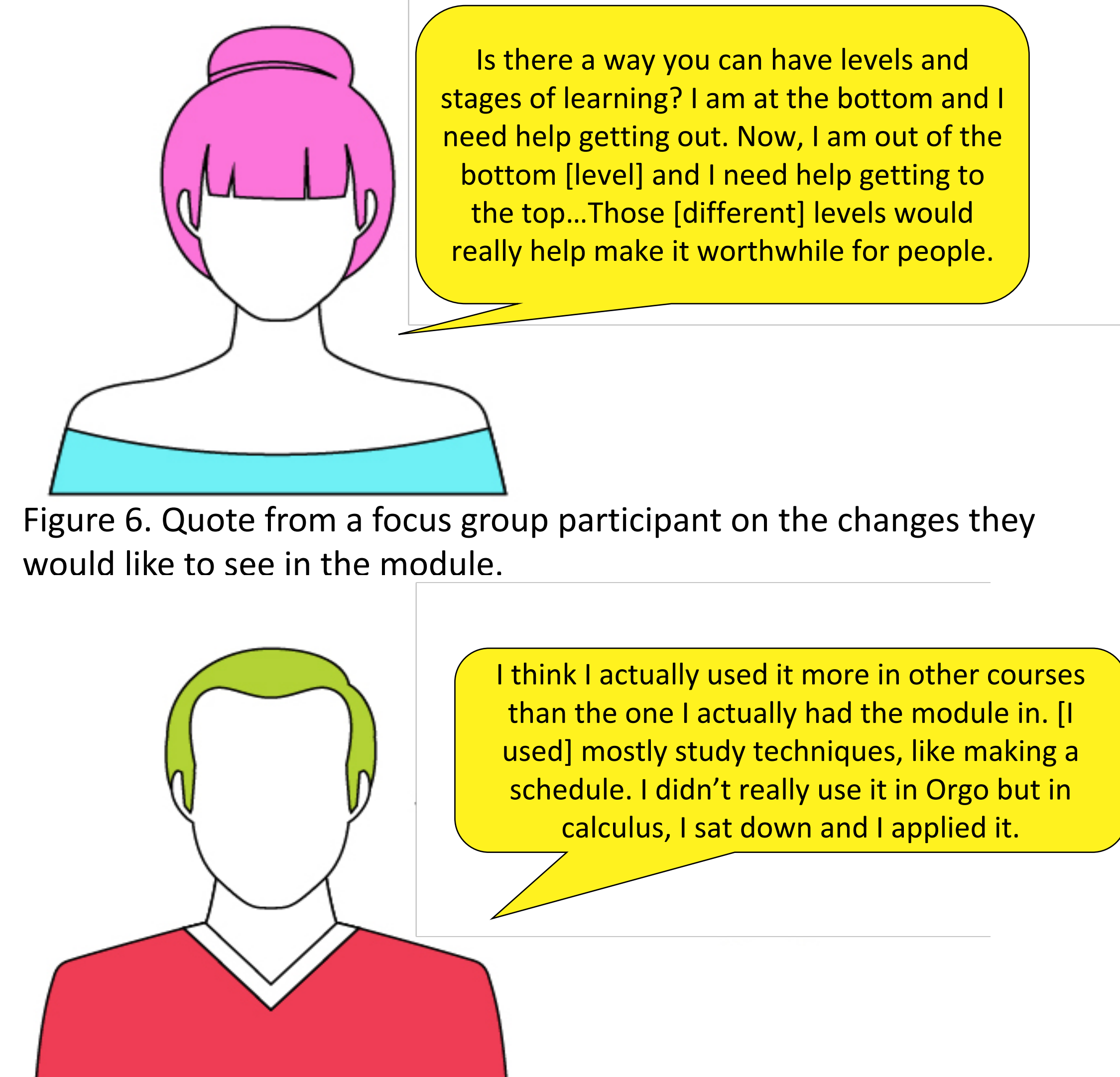


Figure 6. Quote from a focus group participant on the changes they would like to see in the module.

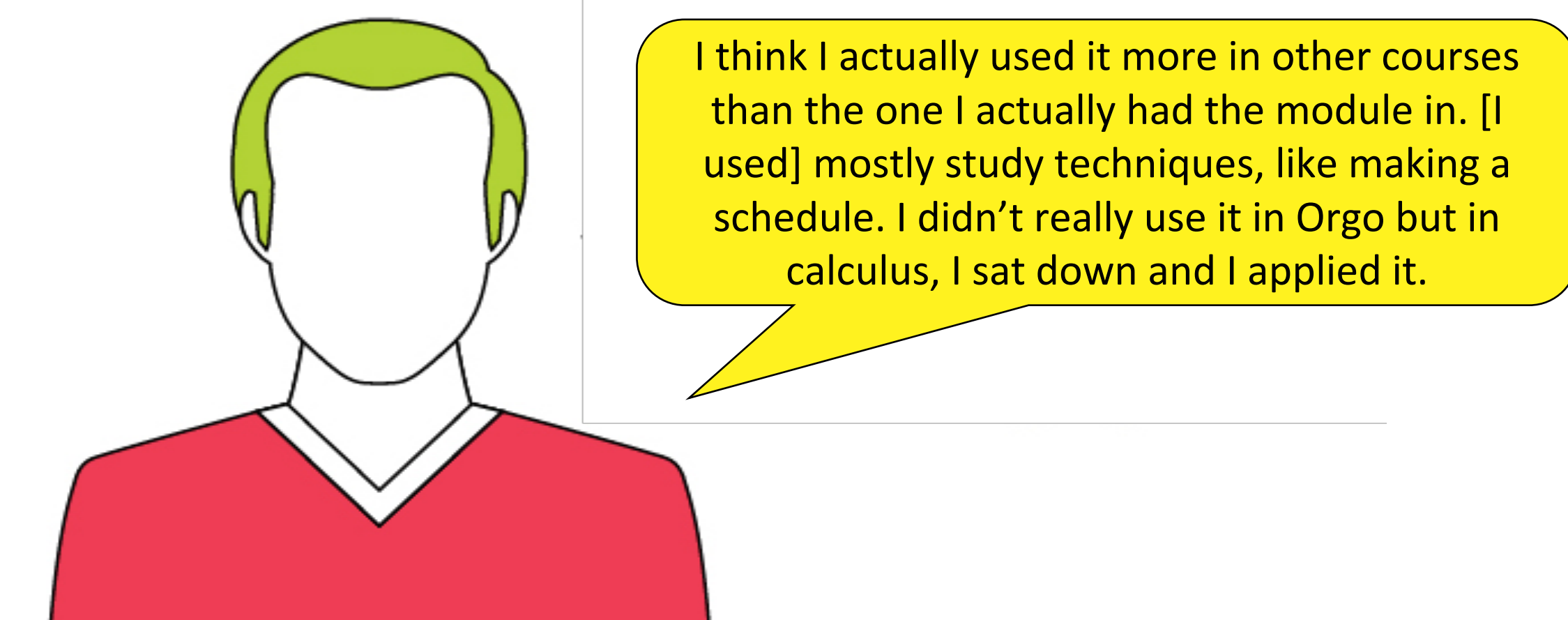


Figure 7. Quote from a focus group participant on the transferable skills of the module.

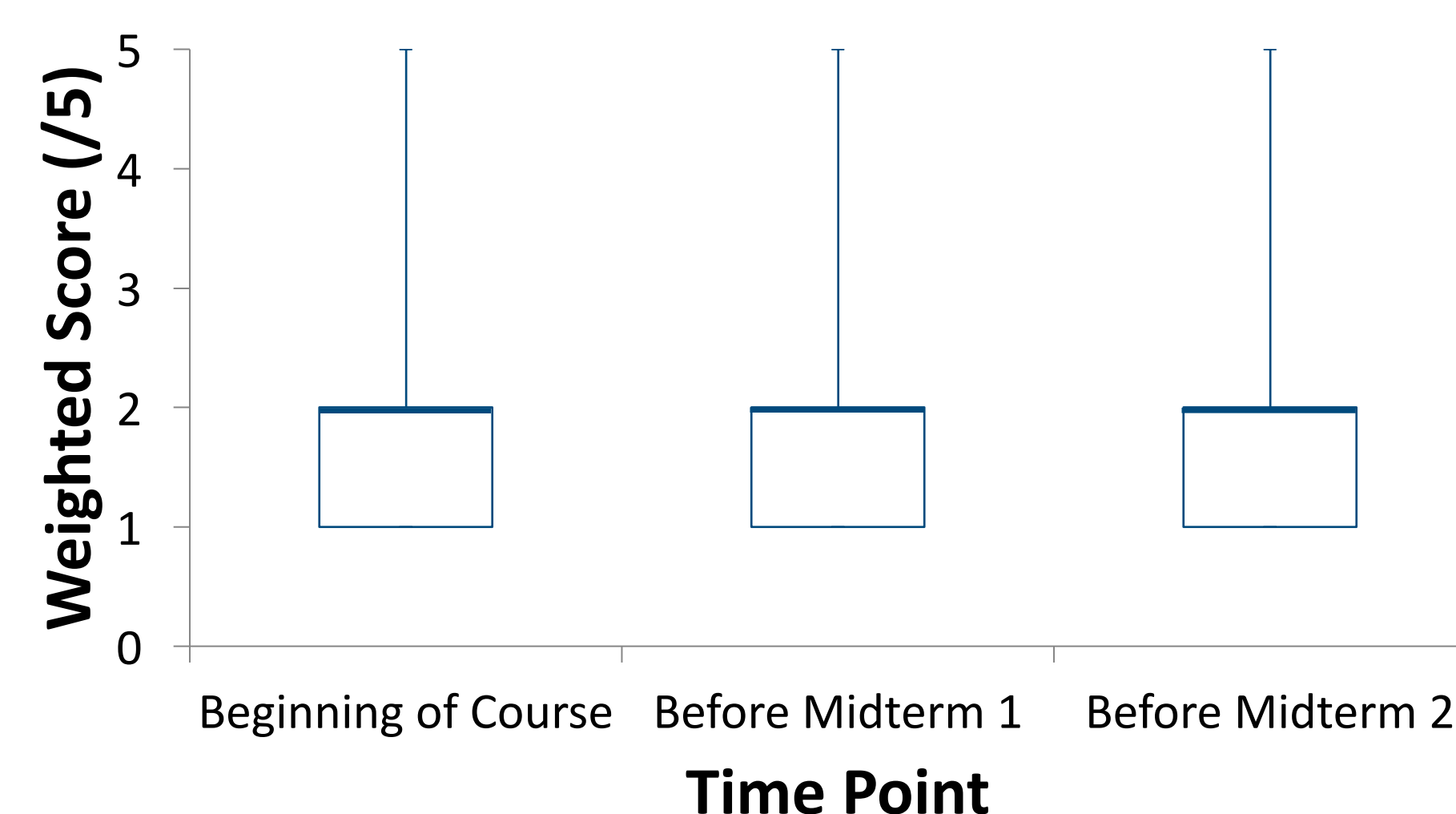


Figure 8. Participants' rating of the statement “My ability is something I cannot change” at various points throughout the semester. N=129-178, 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Conclusions

- Data from 5 pilot courses and a student focus group is being analyzed to determine if evaluation criteria is being met
- Professor focus group is being organized to determine their thoughts on the module
- Evaluation team will meet in April 2018 to determine changes to the next version of the module
- Project will be presented at 2018 Society of Teaching and Learning in Higher Education (STLHE) Conference

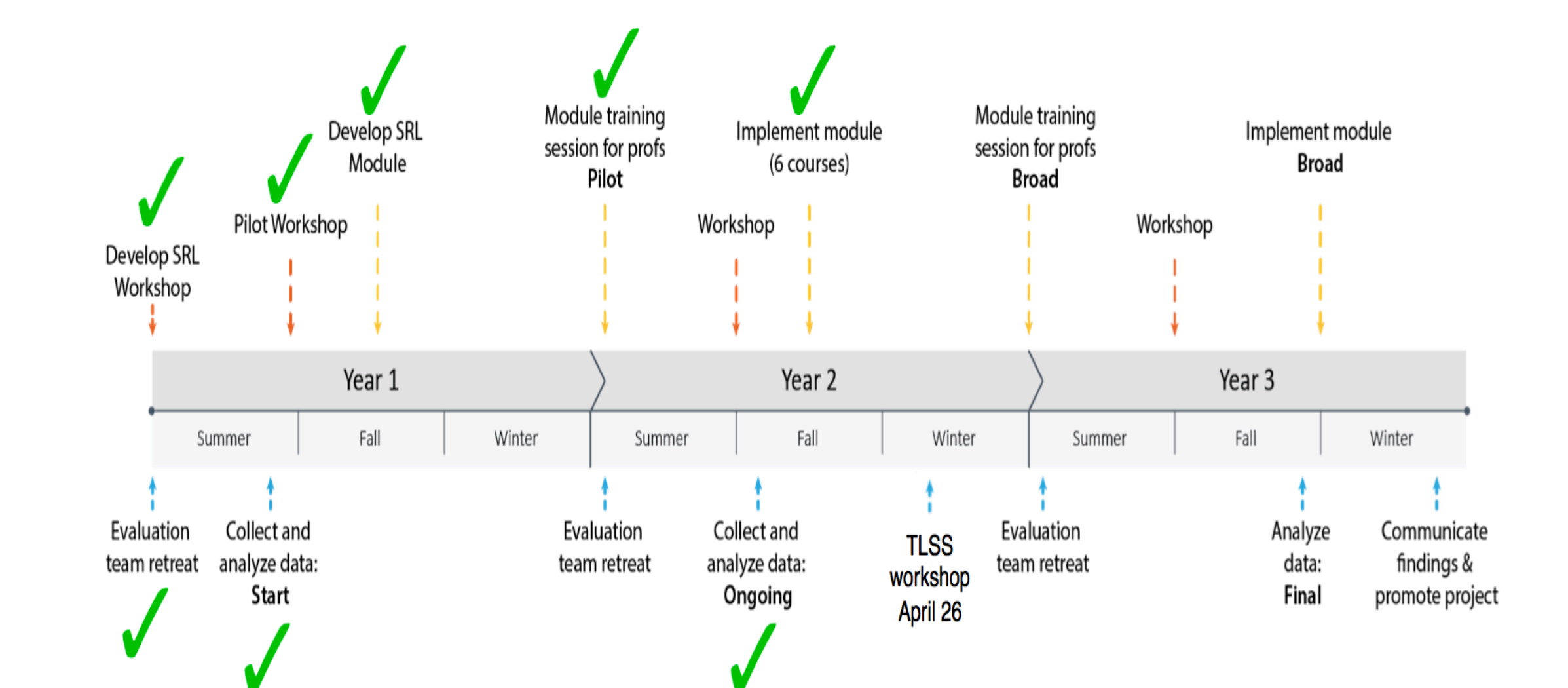


Figure 8. Updated timeline of the SRL project.

References

1. Cousins, J.B. (2013). Participatory Evaluation Essentials. Retrieved March 18, 2016 from <https://www.youtube.com/watch?v=keebKS3TRsk>
2. Järvelä, S., & Hadwin, A. F. (2013). New Frontiers: Regulating Learning in CSCL. Educational Psychologist, 48(1), 25-39.
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