

# **Preparing successful and autonomous adult learners in online environments: Developing self-regulation through feedback**

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Presented at the Council for Adult Experiential Learning (CAEL) 2005  
International Conference, Chicago, IL

# Workshop Agenda

- Overview of online learning research
- Study overviews
- Practice #1
- Practice #2
- Theoretical Rationale
- Principles for effective feedback
- Practice #3
- Implications
- Question & Answer

# Use of Online Learning

- Currently 85% of all universities and colleges in the US offer online education courses.

(Scalan, 2003)

- Enrollment in online instruction courses has more than doubled, from approximately **1,364,000** in 1997 to **2,870,000** in 2001.

(National Center for Education Statistics, 2003 as cited by Scalan, 2003)

# Benefits of Online Learning

- Makes education and training more accessible and individualized. (Hartley & Bendixen, 2001)
- Provides more educational opportunities than traditional face-to-face instruction. (Hartley & Bendixen, 2001)
- Provides for more opportunity for extended reflection time, allowing learners to compose more thoughtful and engaging discussion contributions.  
(Collison, Elbaum, Haavind, & Tinker, 2000)
- Meets the growing demand for life-long, outcome based learning. (World Future Society. 2003)

# Criticisms of Online Learning Content Delivery System

- Design of online instruction is focused on the presentation of content rather than the facilitation of learning (Barbera, 2004)
- Informational resources instead of the knowledge-building process (Barbera, 2004)

# Studies overview: (1)

- A 16-week, web-based, for credit, college course designed as a professional development activity for high school and college teachers from around the country.
- Designed to support the participants' development of knowledge and skills in the field of photonics and their skills in designing curriculum for students.
- Design of the online course, guided by adult learning principles, engaged learners in active learning through collaborative efforts intended to enhance metacognitive skills and transfer of learning.

# Studies overview: (2)

- Qualitative study capturing students' perceptions on factors that enhance and impede feedback application into their written work.
- An 8-week online English composition undergraduate course from a Northeastern private university.
- 6-week focus out of a 14-week face-to-face English composition undergraduate course from a Northeastern public university.

# Practice #1:

## “Definitions” for feedback and self-regulation

- Write down on two index cards your associations (e.g., a word, a phrase) with the terms *feedback* and *self-regulation*.

This may or may not be specific to online learning environments.



## Practice #2:

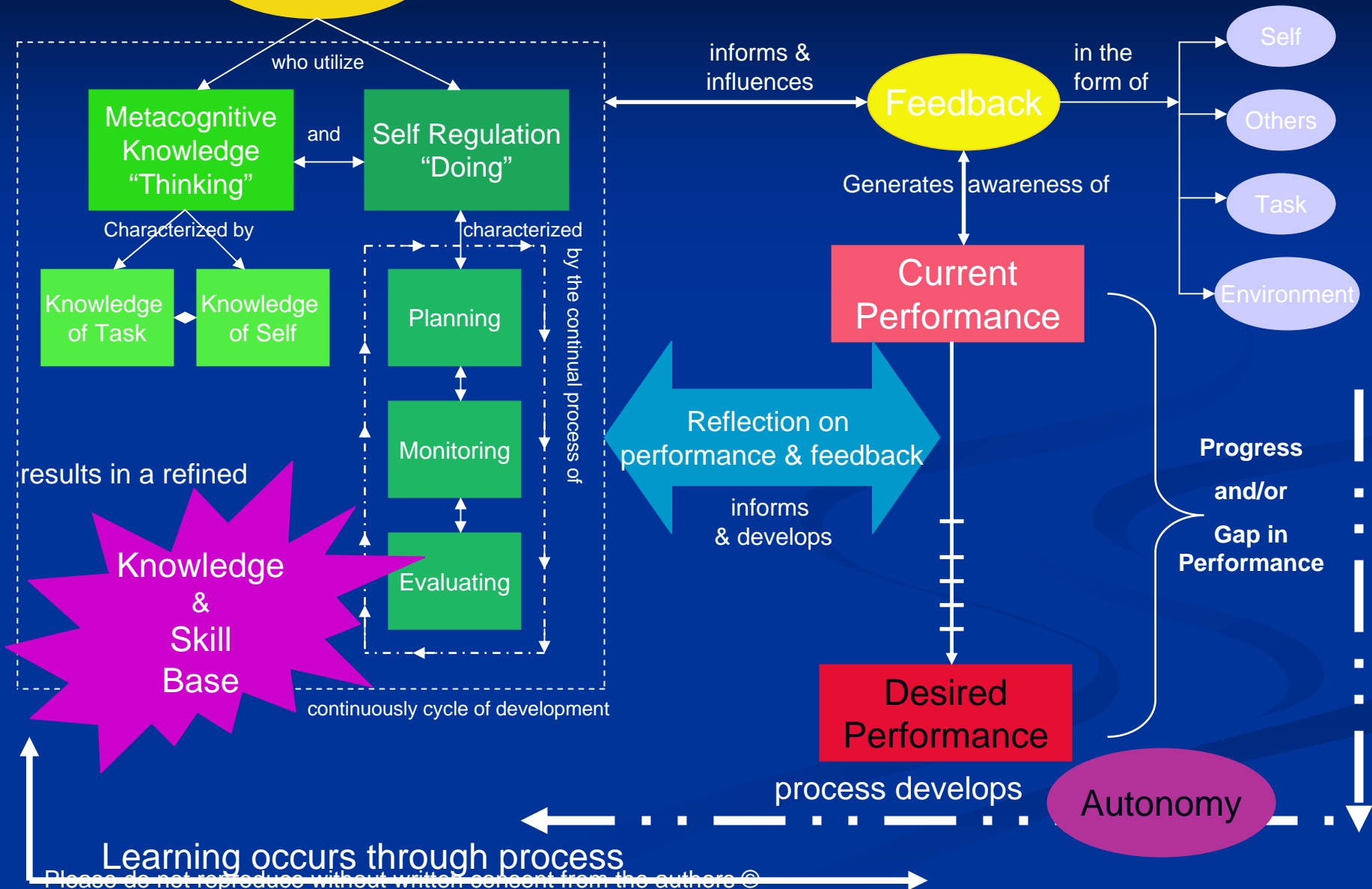
**Provide two feedback comments to this writing sample.**

“Winning is the goal of a game, and it is the succesful way that all athletes want to be reach to, but the times and effort that athletes puts on to games had been huge and unbelievable. This stories describe the things that are not too smooth going, and have trouble to go over these things, but the athletes all tryed to reach their purpose and strive for the models of success.”

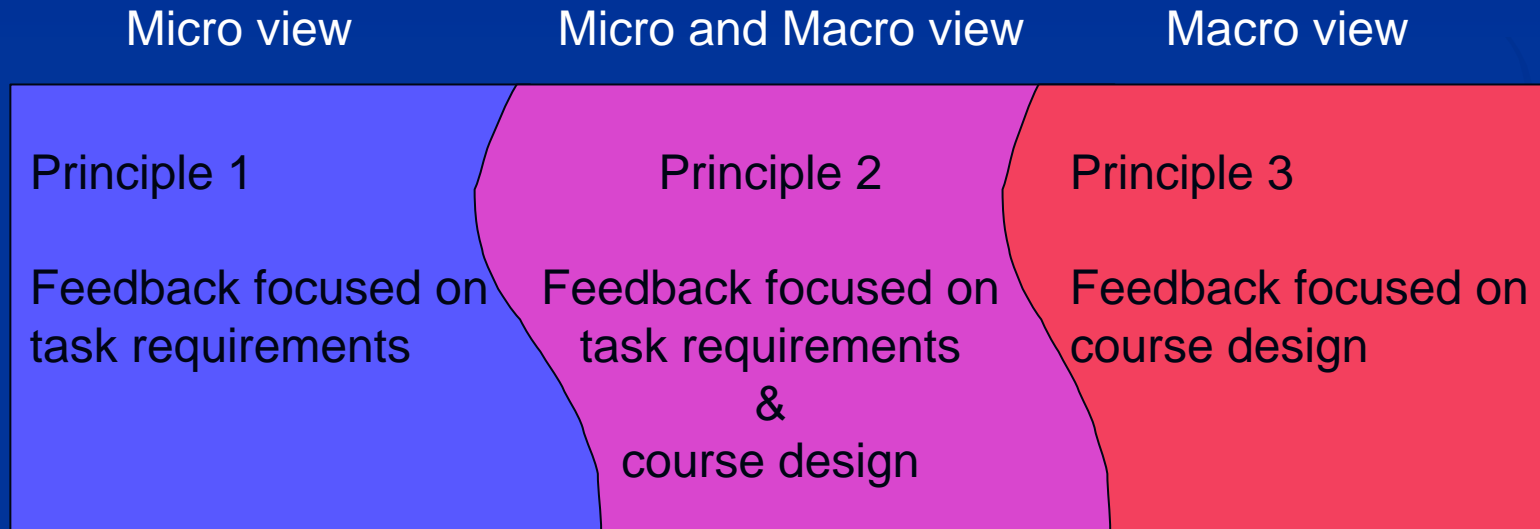
By Lin

# Model of Self-Regulation, Autonomy, and Feedback

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# Application of Principles



# Principles for Effective Practice of Feedback and Self-Regulation:

## Principle 1:

- Include in the feedback message:
  - Information about gaps and goals; strengths and progress (what)
  - Hints or cues that guide future performance (how)  
(Ashford & Cummings, 1983; Butler & Winne, 1995; Kluger & DeNisi, 1996; Wiggins, 1998).

## Application:

- Learners become aware of task requirements, including progress, and use feedback to bridge gaps.

# Principles for Effective Practice of Feedback and Self-Regulation:

## Principle 2:

### ■ Provide frequent opportunities for dialog between:

(VandeWalle, Challagalla, Ganesa, & Brown, 2000).

- With others (e.g., instructor and learner, among peers, etc.)
- In self-task (e.g., through reflective journals)
- In a supportive environment that is designed to promote feedback and reflection

## Application:

- Design the course structure to support opportunities for frequent feedback which enhances learners' chances for understanding the learning process (e.g., the task at hand, strengths and weakness, learning strategies, etc.) while creating a supportive atmosphere.

# A Learner-Centered Course Design: Structures for two distinct activities

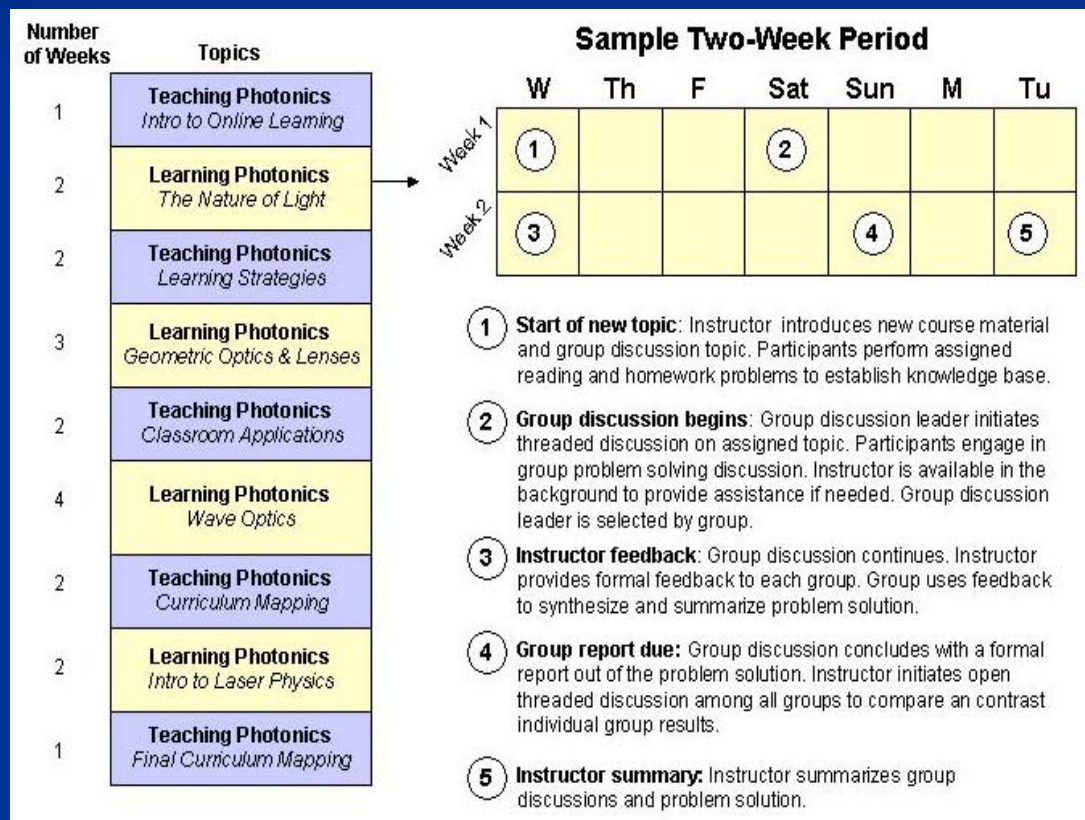
adapted from Photon2

## Learning Content

- Focused on content knowledge
- Participants grouped with their alliance members.

## Application of Content

- Focused on self-regulated learning strategies that support the development of online learning skills and application of content
- Participants grouped by grade levels



# Principles for Effective Practice of Feedback and Self-Regulation:

## Principle 3:

- Include reflective activities (e.g., reflective journal entries) that promote and support the development of self-regulation skills (Ertmer & Newby 1996; Schraw, 1998; Sheckley & Travers, 2000).
  - **Plan** learning goals and strategies
    - Example: What are your learning goals for this course? How to you plan on working within the online environment to achieve them? What support or resources do you need to overcome challenges to learning online?
  - **Monitor** progress
    - Example: Please evaluate your original goals and motivations for taking course and the ways in which you are working towards these goals. What are your strengths and weaknesses for learning online? What should you do differently in order to work more effectively online?
  - **Evaluate** effectiveness of learning strategies in the achievement of goals
    - Example: In what ways did you achieve your learning goals? What were the most effective strategies you used and what strategies will you change the next time you take an online course?

### Application:

- Identification of knowledge about oneself as a learner and knowledge about the task raise learners' awareness of strengths and weaknesses and reflective skills.

## Practice #3

**Give feedback to this writing sample by applying the Principles for task requirement.**

“Winning is the goal of a game, and it is the succesful way that all athletes want to be reach to, but the times and effort that puts on to games is huge and unbelievable. This stories describe the things that are not too smooth going, and have trouble to go over these things, but the athletes all try to reach their purpose and strive for the models of success.

The model of success is so severe by the way the coaches want their athlete (ice skaters) to be in order to win the game. Ryan describes the image of model inside of the coaches' mind that ice skaters on success for the game, the skinner the better. Every time they grow in to a normal size, the coaches will be so angry, and give their command to the ice skaters. and want them to diet into a skinny size no matter what they use. The coaches combine the models of success with the skinny image, and push the ice skaters in every way that will keep them in that circle”.

By Lin



# Implications

- If appropriate, what changes do the implementation of these principles require you to make in your teaching methods?
- To implement these principles, what support do you expect from your organizations?
- What are the benefits for your students?

# Implications

- Organizational / institutional support is paramount for the implementation of these principles to develop skills gradually and constantly among learners (e.g., course design to support a culture of feedback and the development of self-regulation).
- Feedback that raises learners' self-regulation and reflective skills contribute to the development of learners' autonomy which is essential to engagement and success in an online learning environment.