

ADULT LEARNERS IN **BLENDED ENVIRONMENTS**: HOW THEY **LEARN** AND **MOTIVATE** THEMSELVES



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Blended learning environments

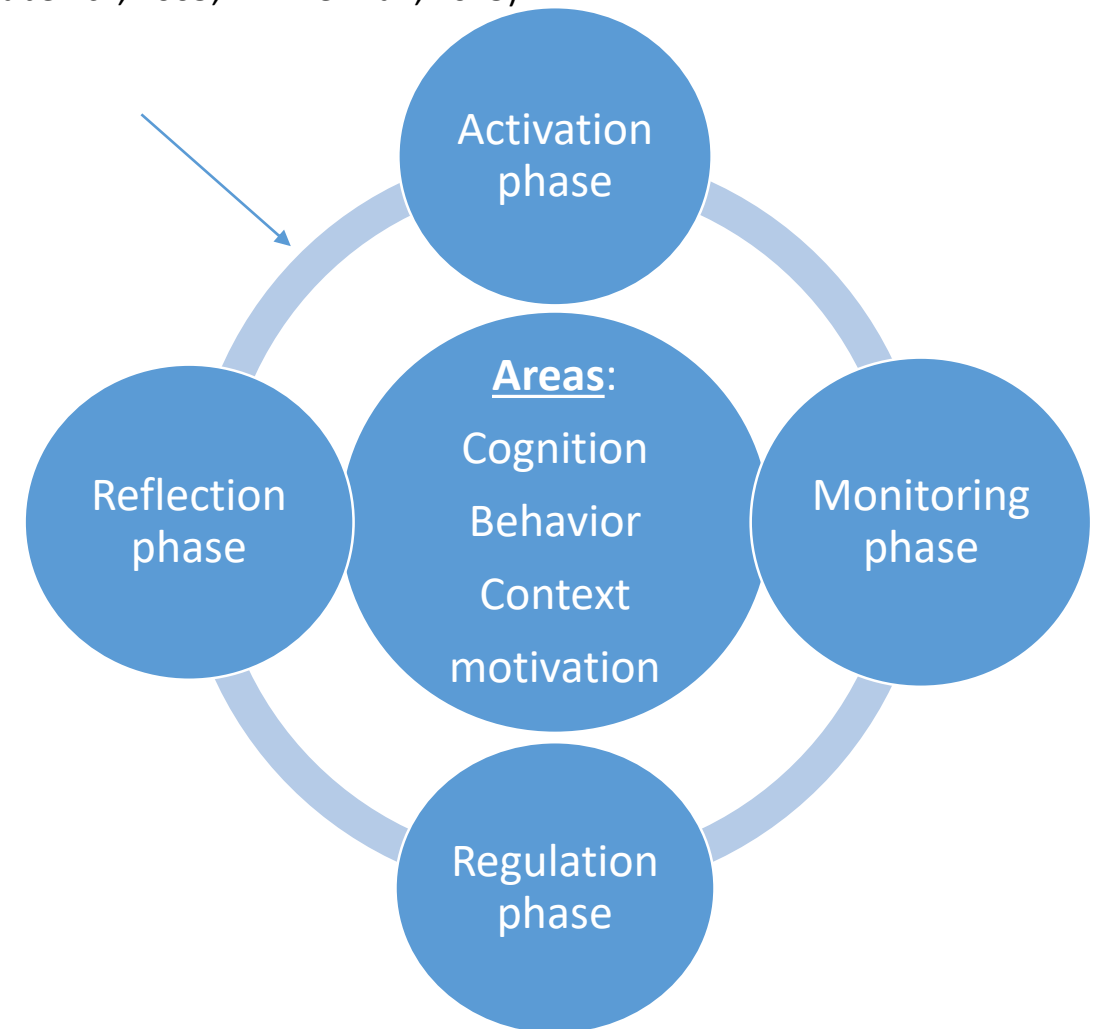
- ✓ Needed to be able to (re)educate adults
 - customize the learning process
 - importance of self-regulation

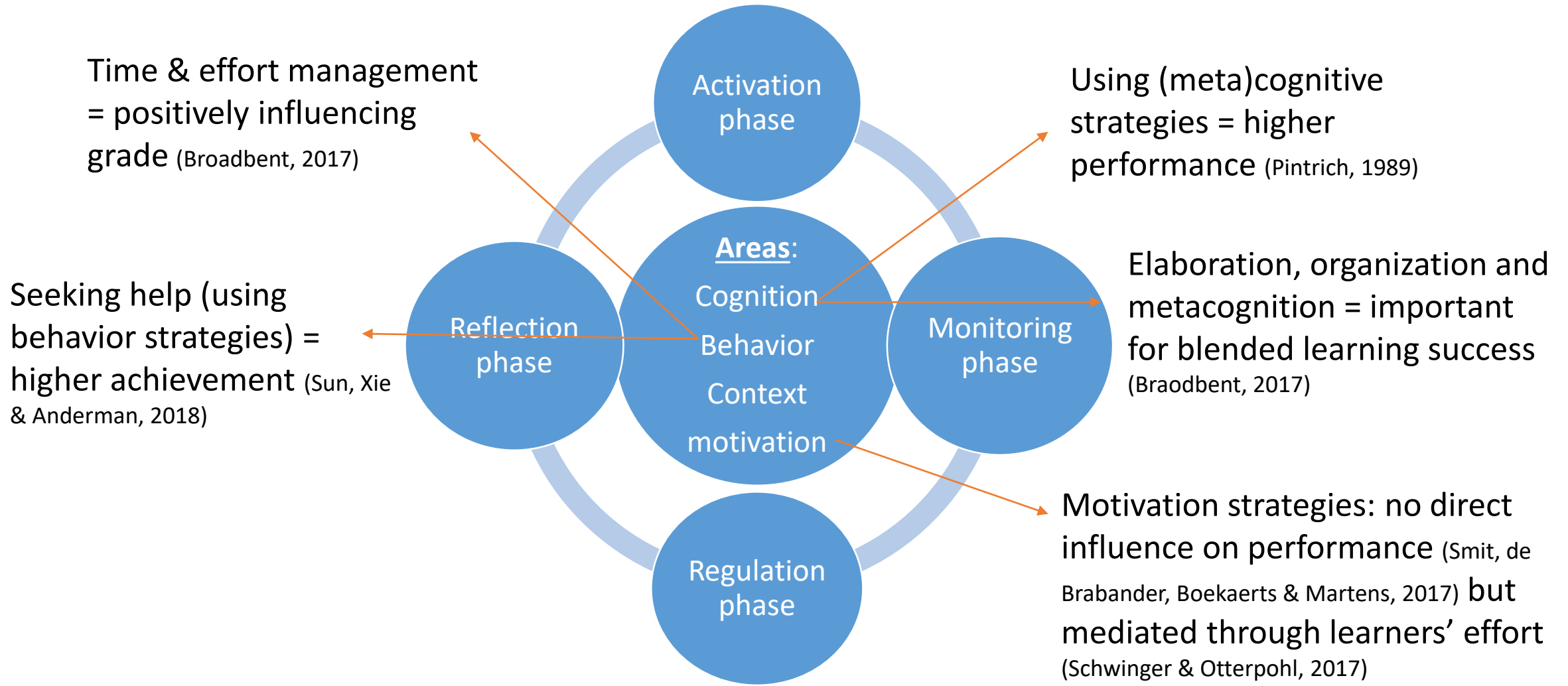
- ✗ Limited teacher – learner time
 - less time to know each other

Self-regulation

(Pintrich, 2000; Wolters, Pintrich & Karabenick, 2005; Zimmerman, 2015).

- Critical variable to succeed
(e.g. Kirmizi, 2015)
- Relates to performances
(e.g. Broadbent & Poon, 2015)
- **blended or face-to-face**
(e.g. Kim, 2012)





What **cognitive** regulation strategies do adult learners in blended environments apply?

What **behavior** regulation strategies do adult learners in blended environments apply?

What **context** regulation strategies do adult learners in blended environments apply?

What **motivation** regulation strategies do adult learners in blended environments apply?



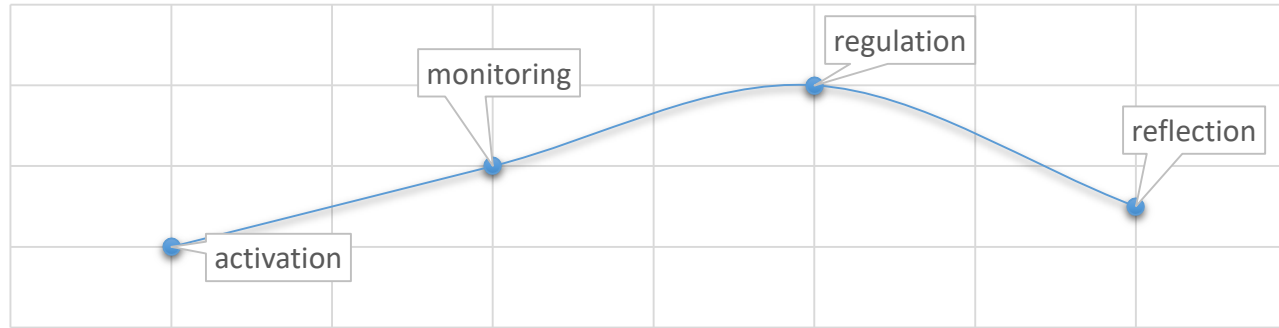
Semi-structured
interviews (N = 16)



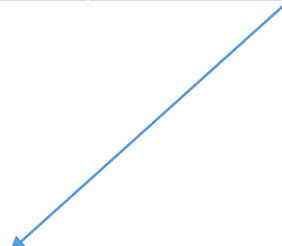
Thematical
analysis

Preliminary
results n=9

Problem statement	Theory	RQ & Methodology	Results	Conclusion & follow-up
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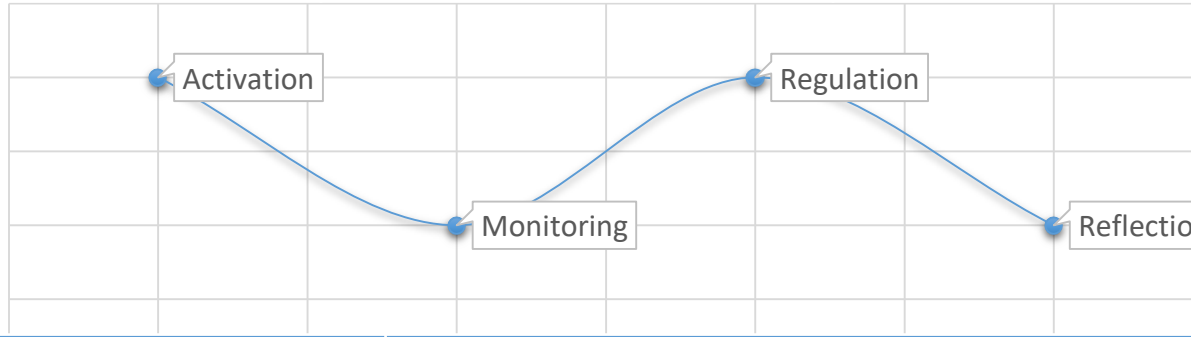
Activation		Monitoring	Regulation					Reflection	
Target goal setting	Activation prior knowledge	Judgement of learning (metacognitive awareness)	Rehearsal	Elaboration	Organization	Critical thinking	Metacognition	Cognitive judgements	Attribution



- Self-evaluation
- Statements about knowledge level
- Regarding blended learning

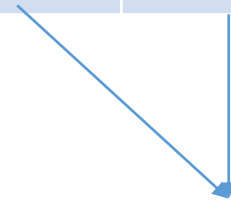
- Summarizing
- Marking
- Underlining
- Using interleaves
- ...

Problem statement	Theory	RQ & Methodology	Results	Conclusion & follow-up
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Activation		Monitoring	Regulation				Reflection
Effort planning	Time planning	Awareness and monitoring behavior	Help-seeking	Time regulation	Effort regulation	Persist / give up	Choice behavior

Mentioned a lot



Problem statement

Theory

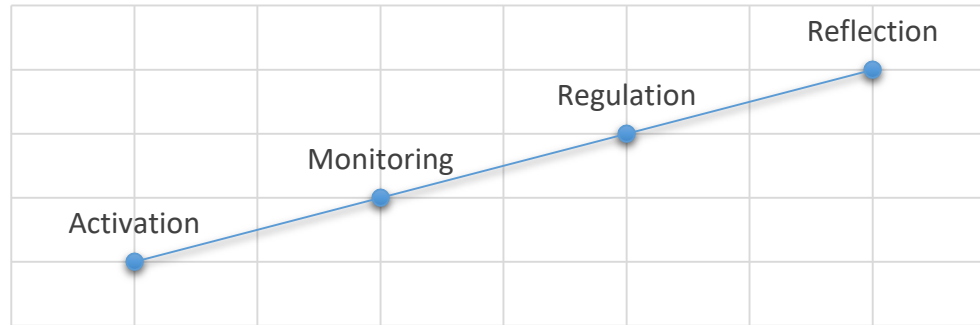
RQ & Methodology

Results

Conclusion & follow-up

CONTEXT

MATTERS



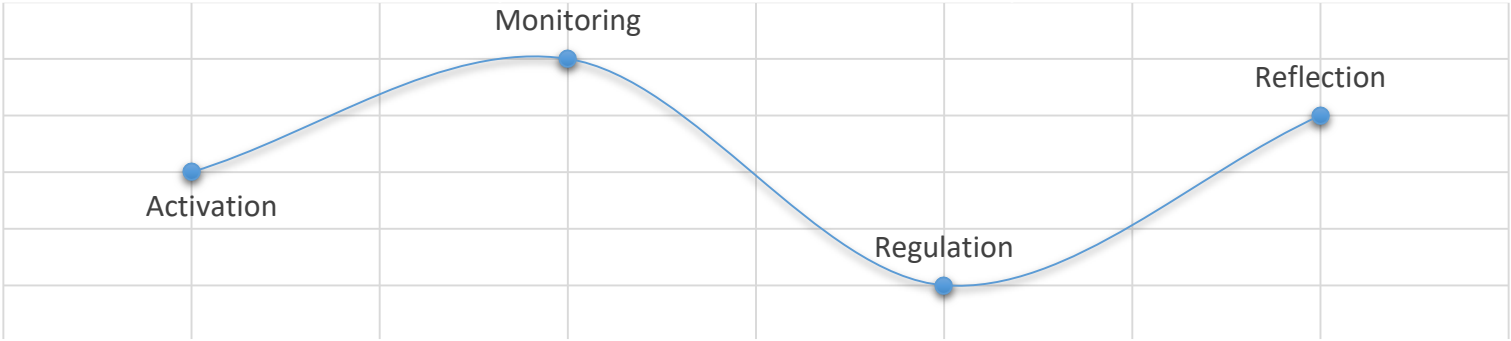
Activation	Monitoring	Regulation	Reflection
Perception task or context	Awareness task or context	Environment management	Peer-learning
			Evaluation task or context

Limited to statement about if the task is clear or not

- Teacher
- Task

- Place
- Distractions
- ...

Problem statement	Theory	RQ & Methodology	Results	Conclusion & follow-up
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Activation		Monitoring	Regulation							Reflection	
Judgement of competence, interest, value	Goal orientation adoption	Awareness of competence, interest, value	Staying performance oriented	Staying mastery oriented	Positive self-talk	Ability self-talk	Self-handicapping	Personal enhancement	I just have to	Other	Reaction and reflection on motivation

Mostly interest and personal value

- Mastery oriented
- Performance oriented

- extra, not mandatory exercises
- An involved teacher
- ...

Use of one strategy influences other strategies

Some strategies are alike, happen at the same time or complement each other

Self-regulation is a complex process

Some strategies are not mentioned:

- Not aware (happens automatically)
- Not able to articulate
- Timing and design of the research

Adult learners' strategies:

I do not use a lot of motivation regulation strategies

I print out my syllabus and use organisation and rehearsal strategies (Broadbent, 2017).

I only think about attributions for low scores

I plan my time and effort beforehand but I am flexible if necessary.

I don't want to much online moments (Owston, 2018)

I would love some more peer-learning.

I mostly seek help on the internet (Broadbent, 2017).



Contribution scientific knowledge & guiding teachers in supporting learners

(e.g. Zhu, Au, Yates; 2016)



How can we use this information to support adult learners or what future studies are needed to get concrete information for teachers on how to support their learners?

How can we teach adult learners in blended environments to regulate their learning both in face-to-face or distance moments?