

Nudging adult learners to the finish line: a problem setting on self-regulated learning interventions to improve persistence in blended learning

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Abstract

In line with European policy objectives, Flemish adult education centres are increasingly developing blended learning programmes. The flexibility offered by the thoughtful combination of internet-based and face-to-face instruction especially appeals to adult learners. Whereas learners' persistence tends to be low in blended environments, self-regulated learning (SRL) has been identified as contributing to student retention. The problem setting outlined in this paper provides preliminary insights into the pitfalls encountered when attempting to build on current intervention studies addressing the SRL-persistence relationship in blended learning. A systematic literature review disclosed both contextual and methodological challenges, with research contexts different from envisaged blended learning in adult education centres and empirical approaches addressing other central concepts or entailing static correlations and descriptions. Studies that did meet our inclusion criteria are open to methodological improvement in terms of objectivity, context-fit, ability to capture the dynamic learning process and adjusting SRL interventions to learners' persistence.

Keywords: self-regulated learning; persistence; adult education; blended learning; intervention research

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