

Self-Regulated Learning: A Required Skill for Web 2.0 Internet-Based Learning

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Abstract : Web 2.0 Internet-based technologies have intruded all aspects of human life. Presently, this phenomenon is especially evident in the educational context, with increased disruptive Web 2.0 technology infusions dramatically changing educational practice. The most prominent of these Web 2.0 intrusions can be identified as Massive Open Online Courses (Coursera, EdX), video and photo sharing sites (Youtube, Flickr, Instagram), and Web 2.0 online tools utilized to create Personal Learning Environments (PLEs) (Symbaloo (aggregator), Delicious (social bookmarking), PBWorks (collaboration), Google+ (social networks), Wordpress (blogs), Wikispaces (wiki)). These Web 2.0 technologies have supported the realignment from a teacher-based pedagogy (didactic presentation) to a learner-based pedagogy (problem-based learning, project-based learning, blended learning), allowing greater learner autonomy. No longer is the educator the source of knowledge. Instead the educator has become the facilitator and mediator of the learner, involved in developing learner competencies to support life-long learning (continuous learning) in the 21st century. In this study, the self-regulated learning skills of thirty first-year university learners were explored by utilizing the Online Self-regulated Learning Questionnaire. Implementing an action research method, an intervention was affected towards improving the self-regulation skill set of the participants. Statistically significant results were obtained with increased self-regulated learning proficiency, positively impacting learner performance. Goal setting, time management, environment structuring, help seeking, task (learning) strategies and self-evaluation skills were confirmed as determinants of improved learner success.

Keywords : andragogy, online self-regulated learning questionnaire, self-regulated learning, web 2.0

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