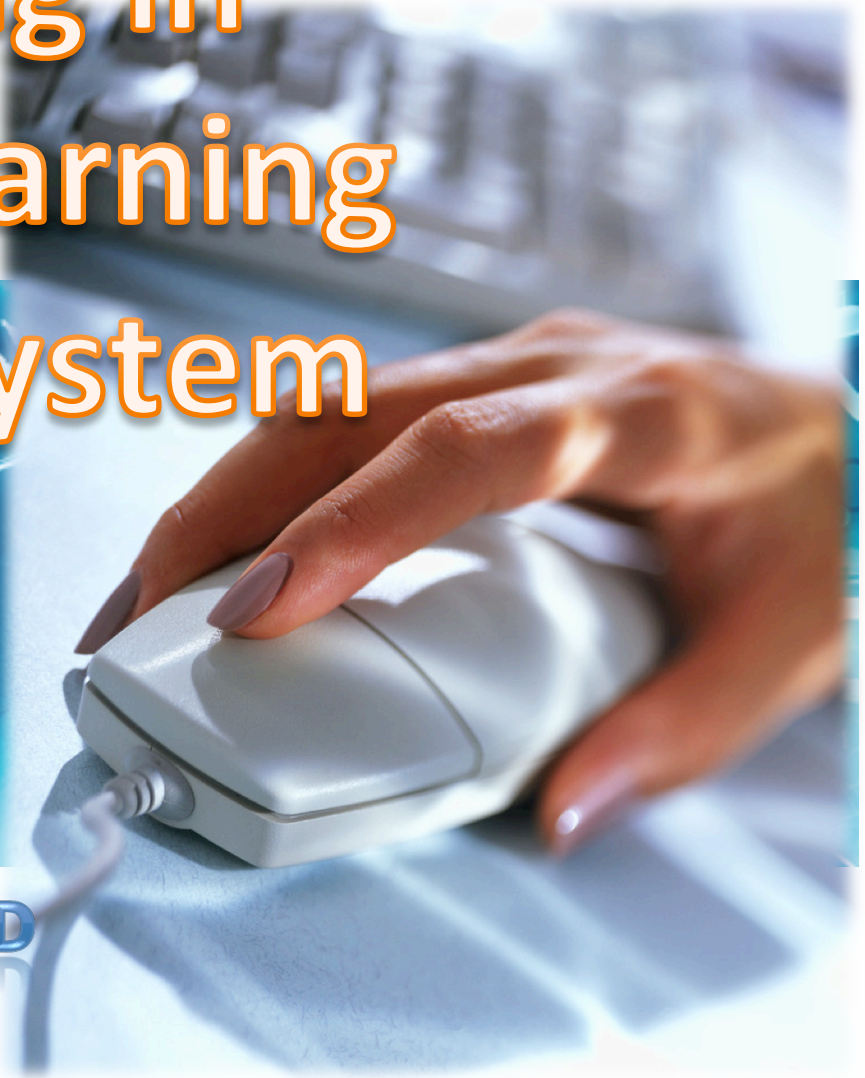
Promoting self-regulated blended learning in AnimoSpace Learning Management System



JASPER VINCENT ALONTAGA, PHD
DLSU-MANILA

Self-Regulated Learning

Cyclical processes of understanding the required task, developing a plan and implementing strategies to satisfy task requirements and monitoring the effectiveness of those strategies in achieving the desired outcome

(Johnson & Davies, 2014)

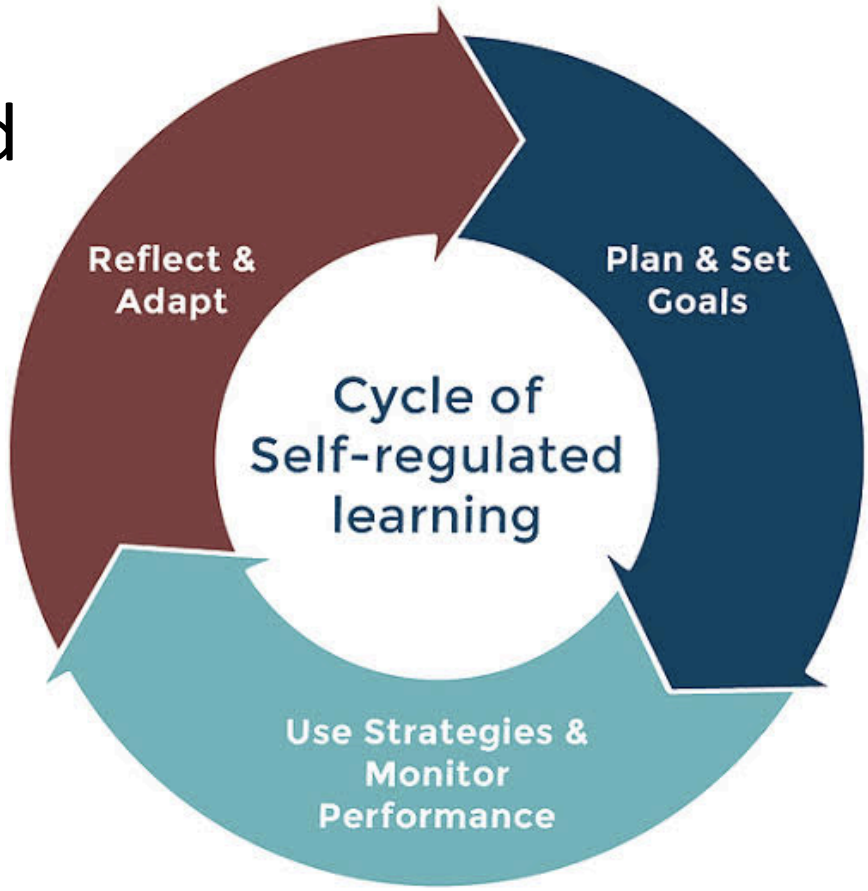
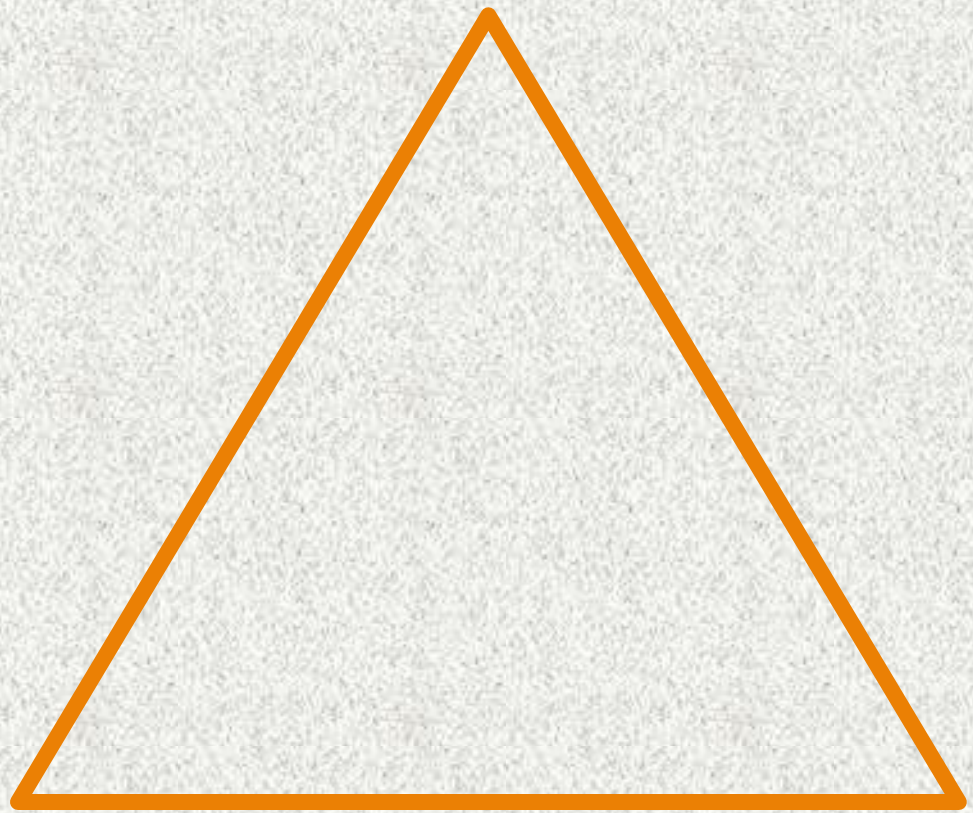


Image by Kristin O'Connell

Self-Regulation



Blended Learning

Academic Performance

How is self-regulation exhibited in Blended Learning?

1. What tools can promote self-regulated learning in Blended learning?

2. What are traces of self-regulated learning among students?

AnimoSpace

The new DLSU Learning Management System

Self-Regulation	Digital Environment	AnimoSpace Tools
Task Comprehension	Electronic resources	Files & Rubrics Pages Modules
	Tools for communicating with teachers and peers	Announcement Inbox Discussion Chat

Johnson, G., & Davies, S. (2014). Self-regulated learning in digital environments: Theory, research, praxis. *British Journal of Research*, *1*(2), 1-14.

An Active Course

- Has at least one teacher enrollment with activity time
- Has at least three student enrollments with activity time
- Has a course/enrollment term start date OR a course/enrollment end date
- Was logged into by at least four different users during the current month

MODULES

of active courses where an enrolled user viewed a module at any given time within the course's start and end date divided by the # of active courses.

FILES

of active courses where an enrolled user viewed a file at any given time within the course's start and end date divided by the # of active courses.

PAGES

of active courses where an enrolled user viewed a page at any given time within the course's start and end date divided by the # of active courses.

QUIZZES

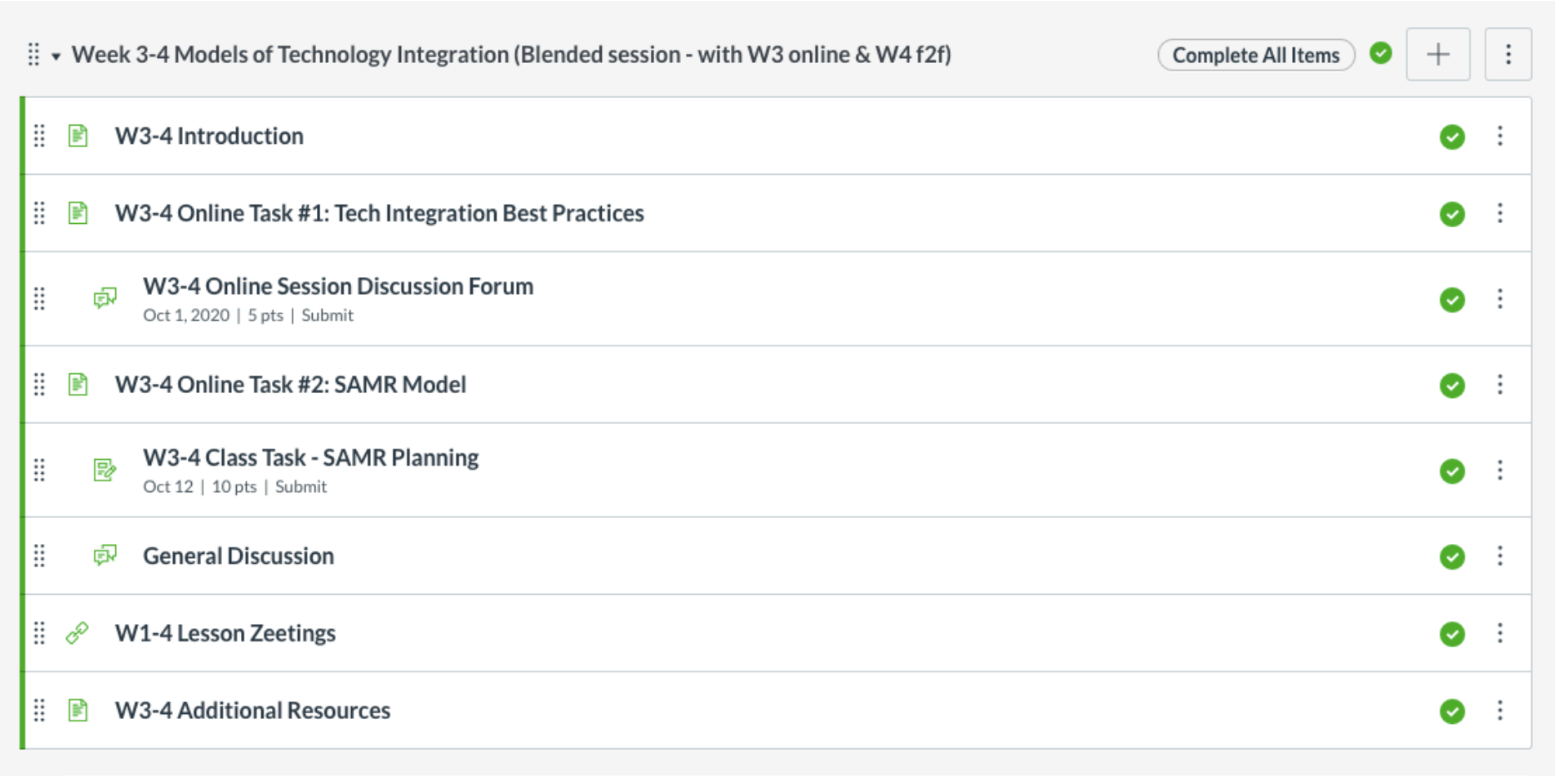
of active courses where an enrolled user viewed a quiz at any given time within the course's start and end date divided by the # of active courses.

DISCUSSIONS

of active courses where an enrolled user viewed a discussion at any given time within the course's start and end date divided by the # of active courses.

ASSIGNMENTS

of active courses where an enrolled user viewed an assignment at any given time within the course's start and end date divided by the # of active courses.



Instructional Design:

Detailed direction, Specific Instructions

WEEK 3-4. Models of Technology Integration

The next two (2) weeks we will be reflecting on the question: "How should we integrate technology in face-to-face learning?" What progressions do teachers and often go through in their process of technology integration? Which can be considered best practices of technology integration?

The objectives for this week are:

1. Discuss the concept of technology integration

2. Examine various models of technology integration

We will also be having our first blended session with week 3 as online, followed by week 4 will as a face-to-face session

- For Week 3, we will be having an asynchronous online session.
- Week 4 will just be a continuation of week 3 topics to be done in class.

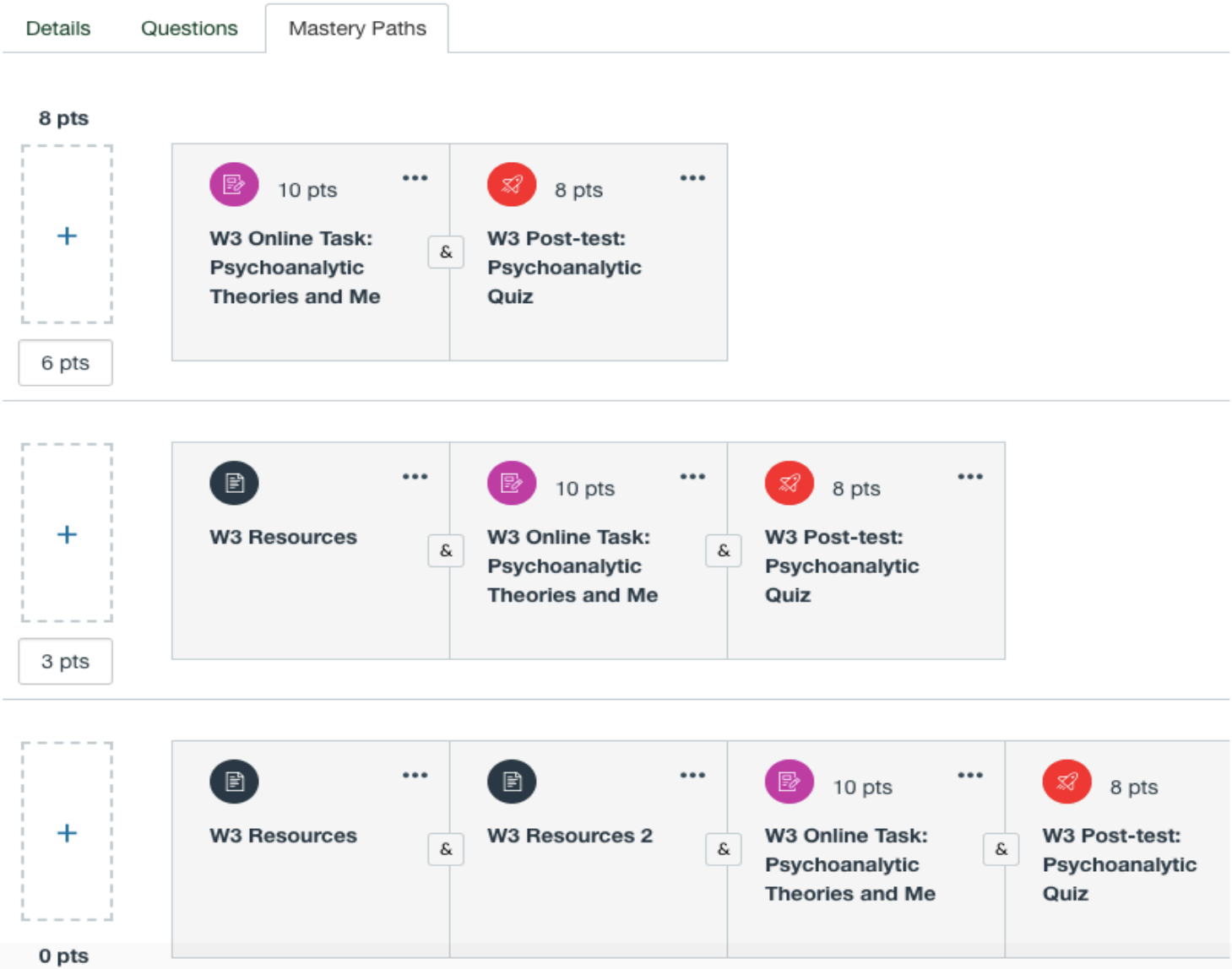
Instructional Design:

Detailed direction, Specific Instructions

Self-Regulation	Digital Environment	AnimoSpace Tools
Planning/ Strategizing	Calendaring applications	Syllabus Course Calendar
	Peer collaboration	Collaboration Conferences
	Online training and tutorials	Mastery Learning Paths Studio Annotations & Quizzing Module pre-requisites Module requirements

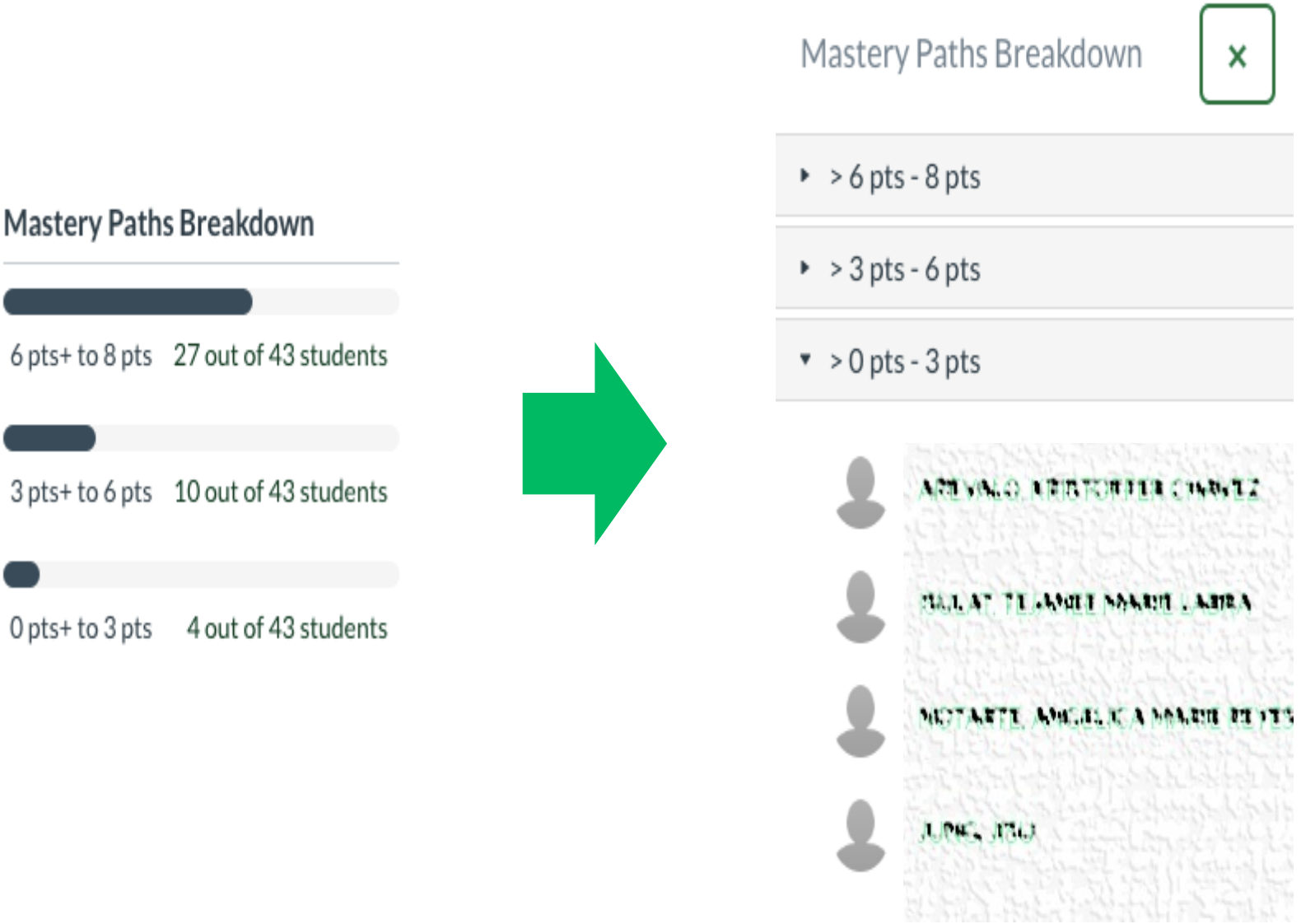
Instructional Design:

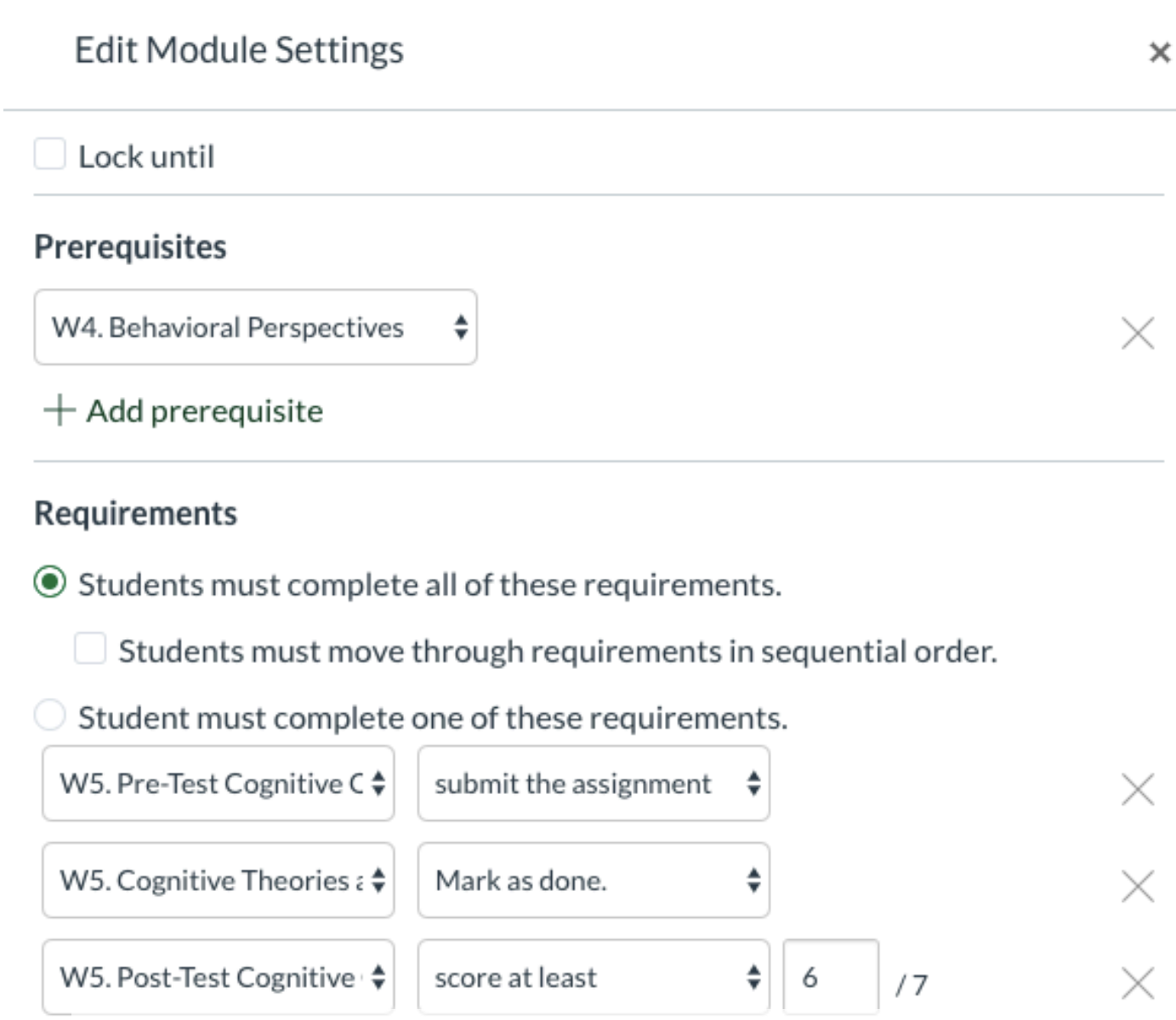
Self-Assessment and Differentiated Learning



Instructional Design:

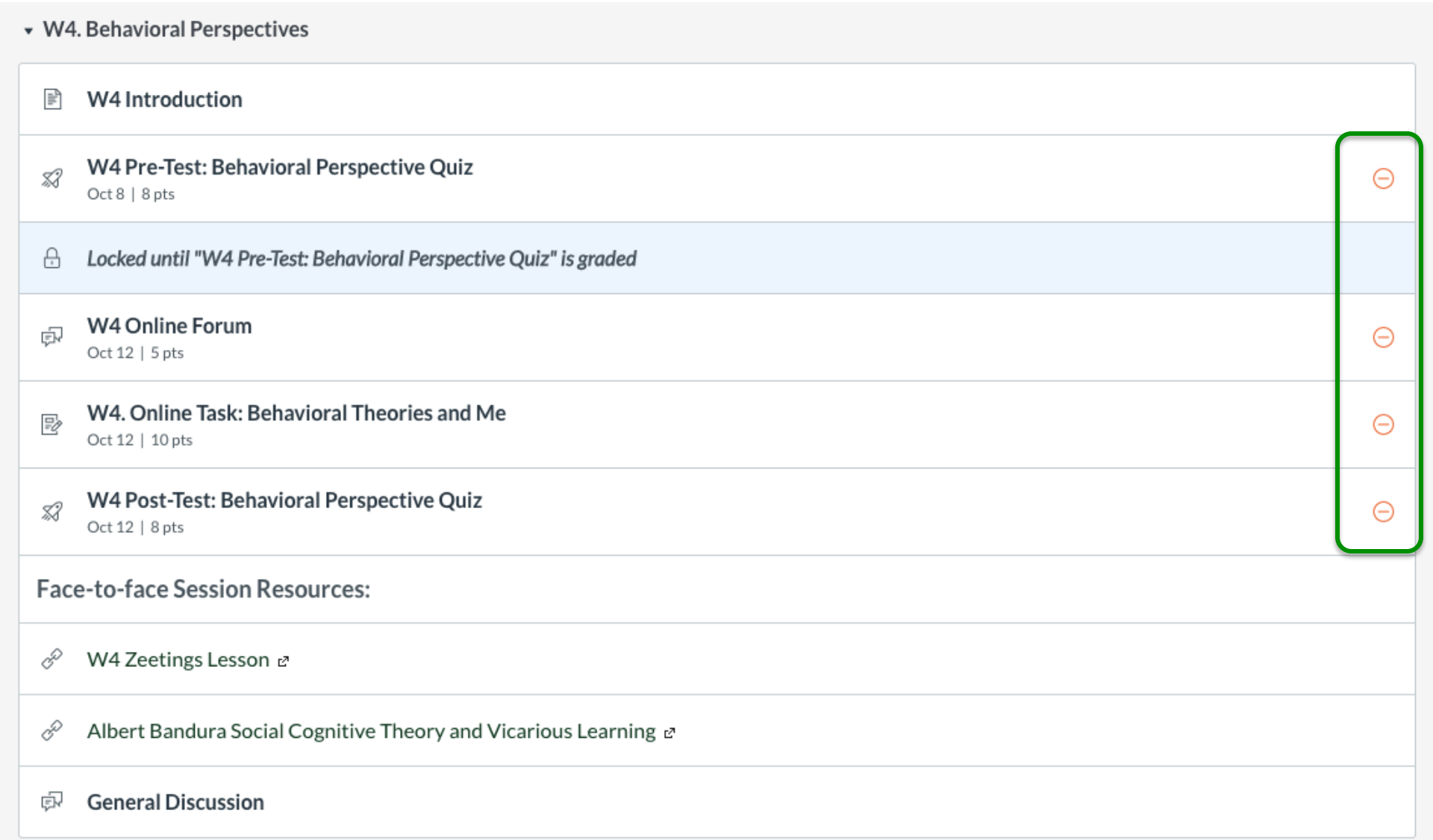
Self-Assessment and Differentiated Learning





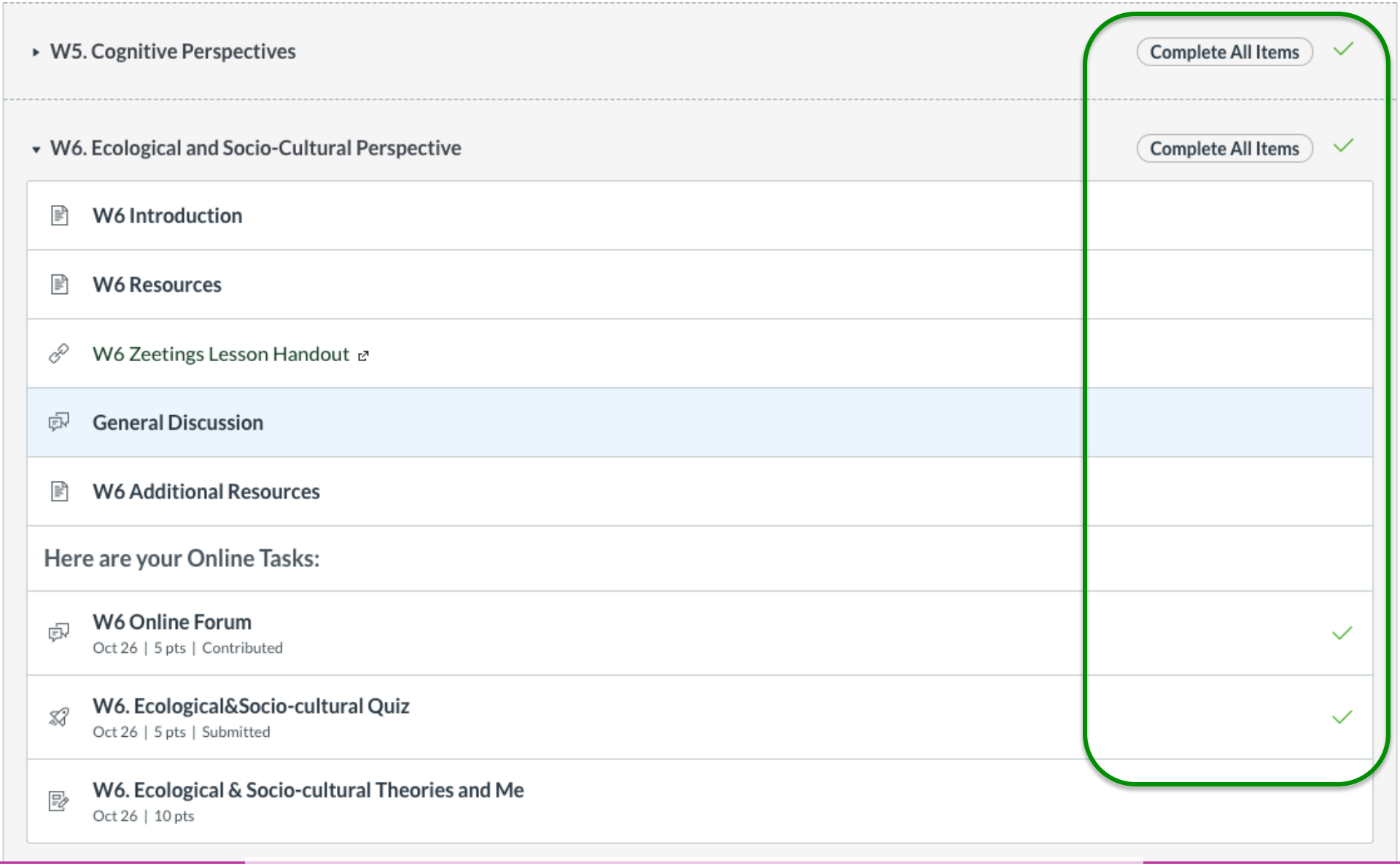
Instructional Design:

Timelines



Instructional Design:

Timelines



Instructional Design:

Timelines

Self-Regulation	Digital Environment	AnimoSpace Tools
Monitoring/ Evaluating	Grades applications	Marks & Grading Scheme Outcomes
	Tracking and progress tools	Learning Analytics Studio Insights
	Online quizzes and tests	Quiz Statistics Quiz Feedback
	Reminder/Listing apps	Notifications Course Activity Stream To Do List
	Tools for teacher and peer assessment	Assignment Speedgrader Assignment Annotations Peer review

Instructional Design:

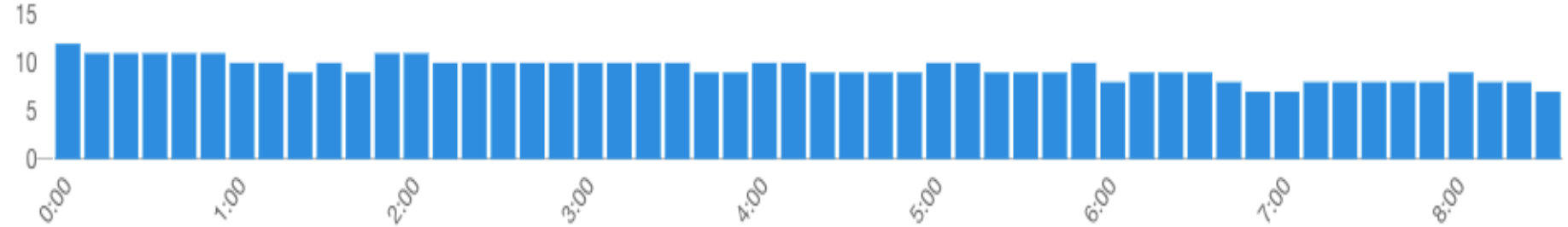
Determine personal progress toward goal

Course PRLEARN Arrange By Due Date Apply

Assignments Learning Mastery

Name	Due	Score	Out of	
W3 Pre-test: Psychoanalytic Quiz	Oct 1 by 23:59	7	8	
W3 Online Task: Psychoanalytic Theories and Me	Oct 5 by 23:59	10	10	
W4 Pre-Test: Behavioral Perspective Quiz	Oct 8 by 23:59	5	8	
W4 Online Forum	Oct 12 by 23:59	4	5	
W4 Post-Test: Behavioral Perspective Quiz	Oct 12 by 23:59	8	8	
W4. Online Task: Behavioral Theories and Me	Oct 12 by 23:59	8	10	
W5. Pre-Test Cognitive Quiz	Oct 15 by 23:59	5	7	

All Viewers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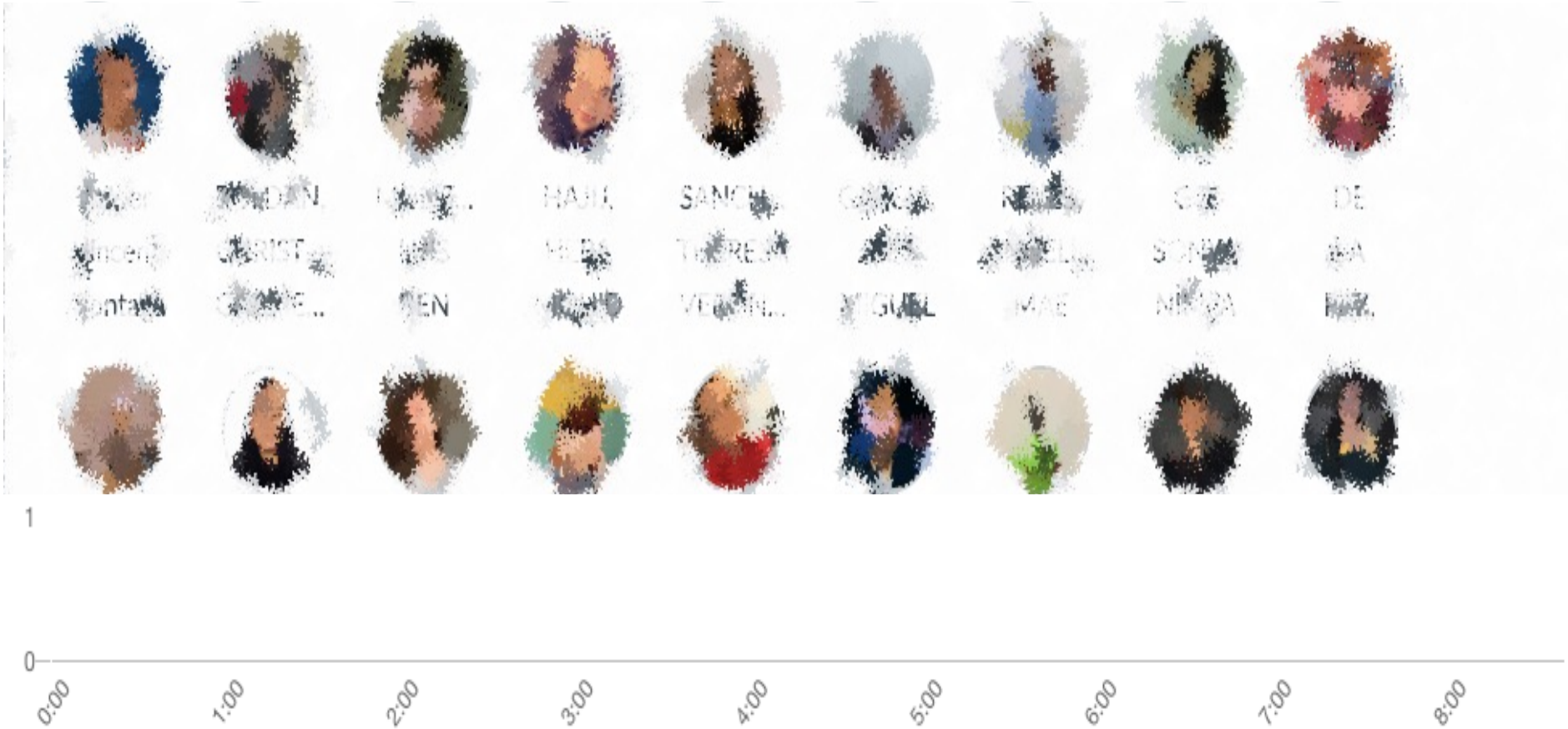
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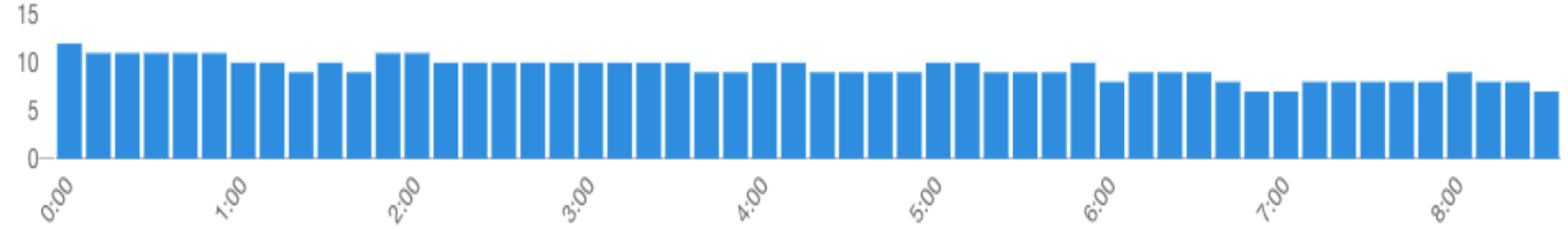
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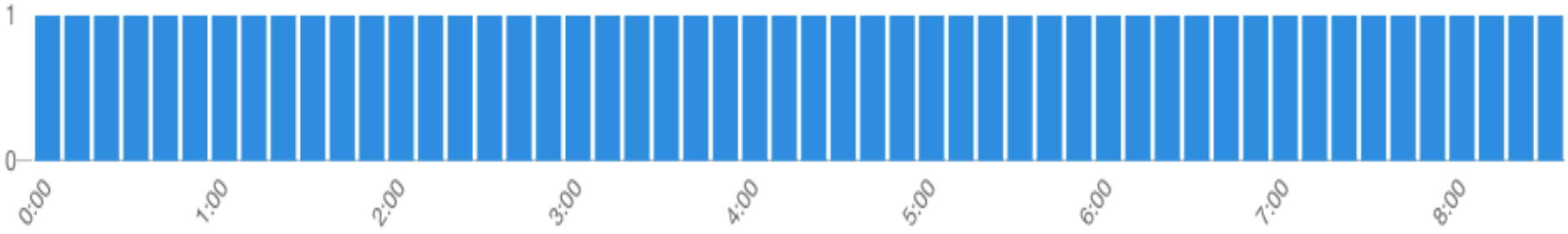
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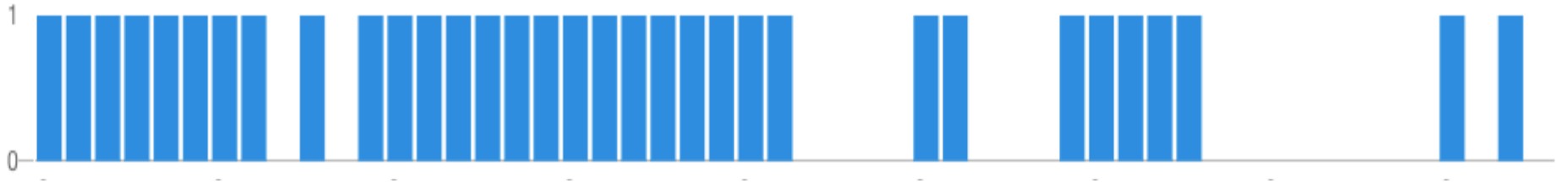
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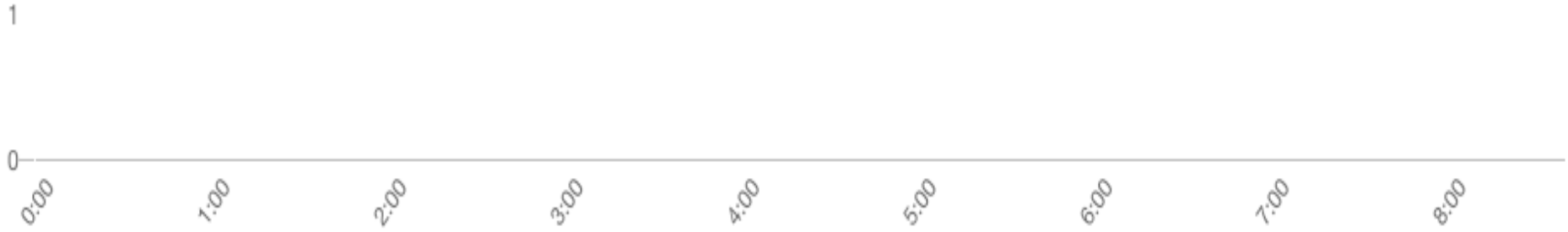
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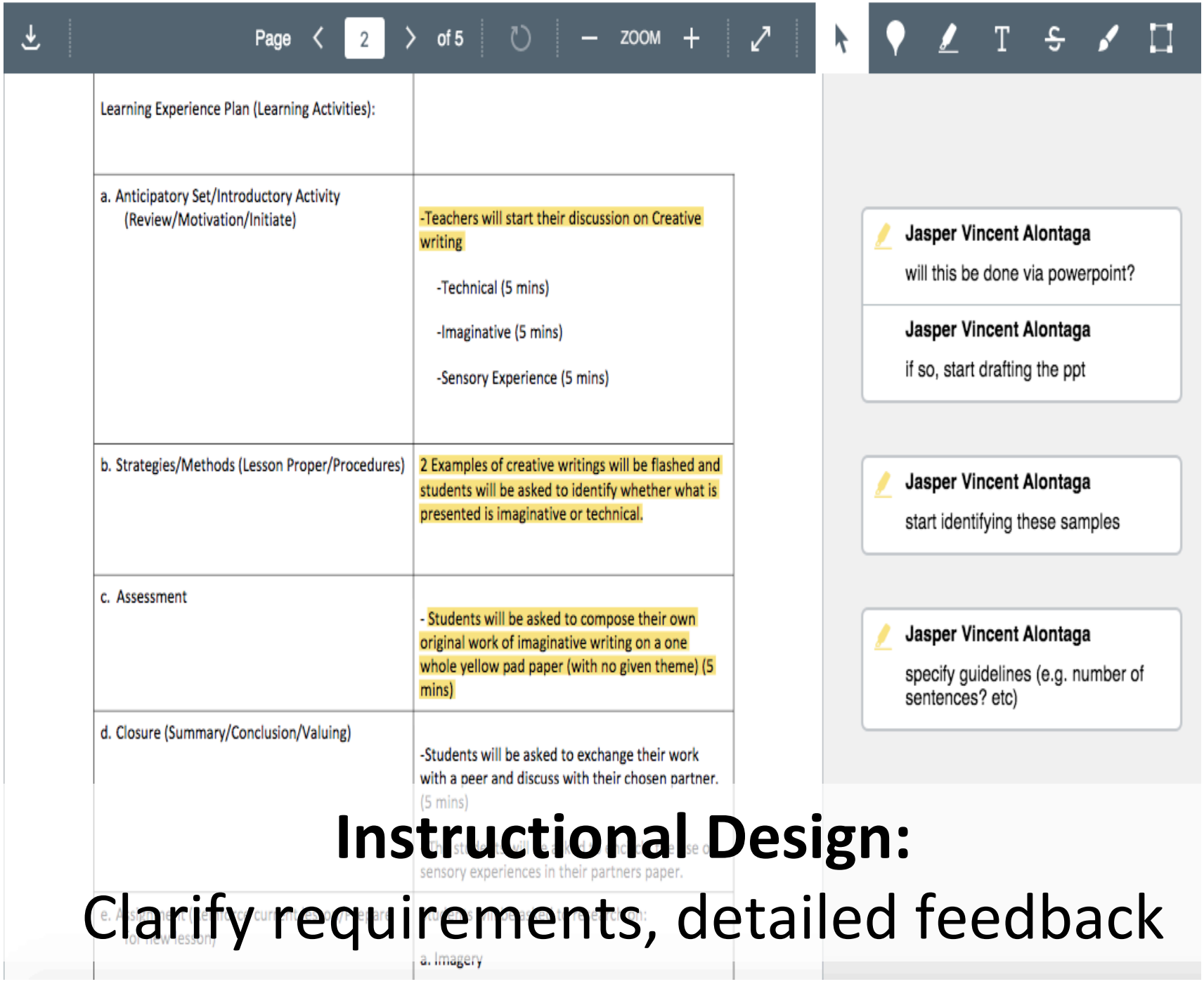
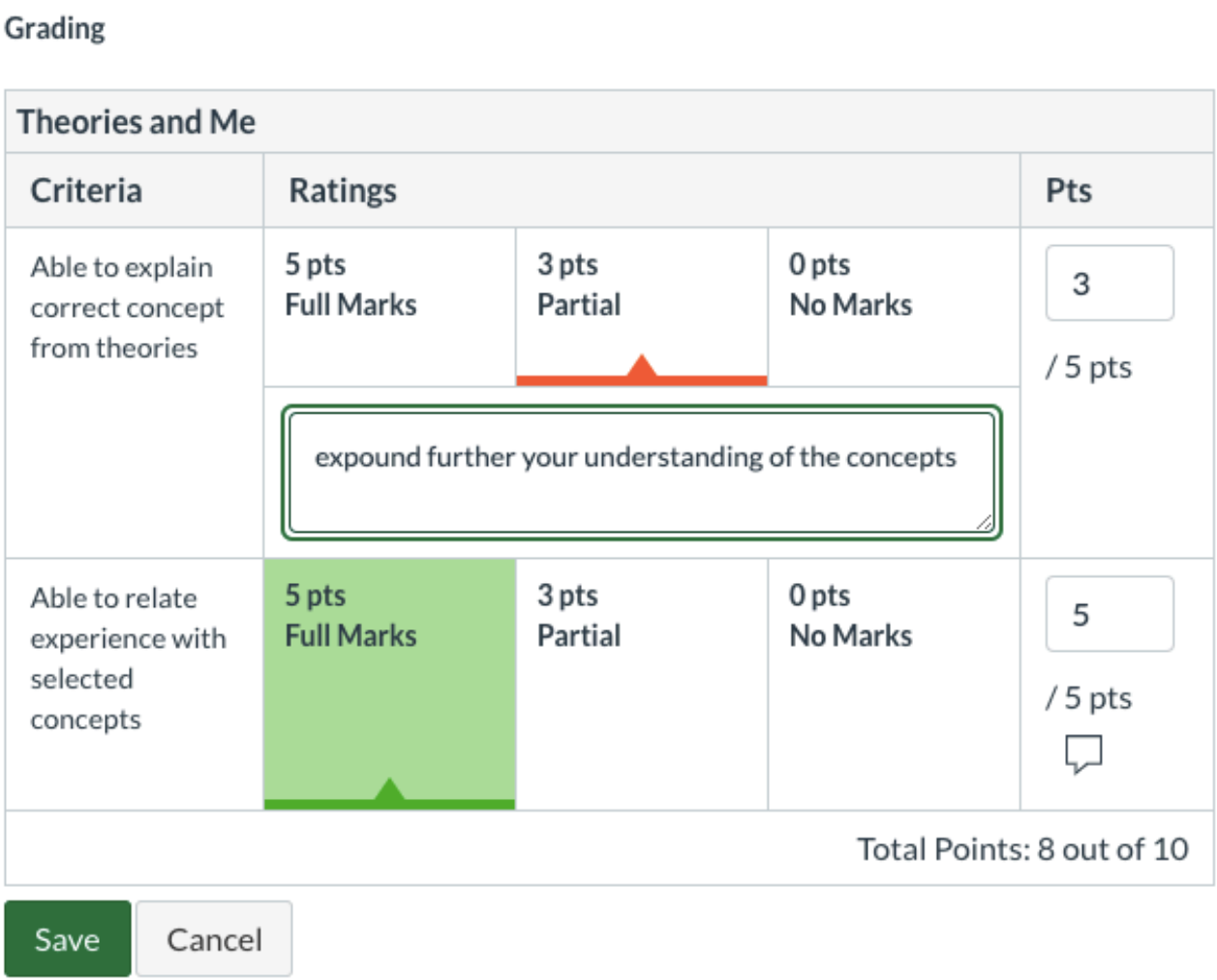


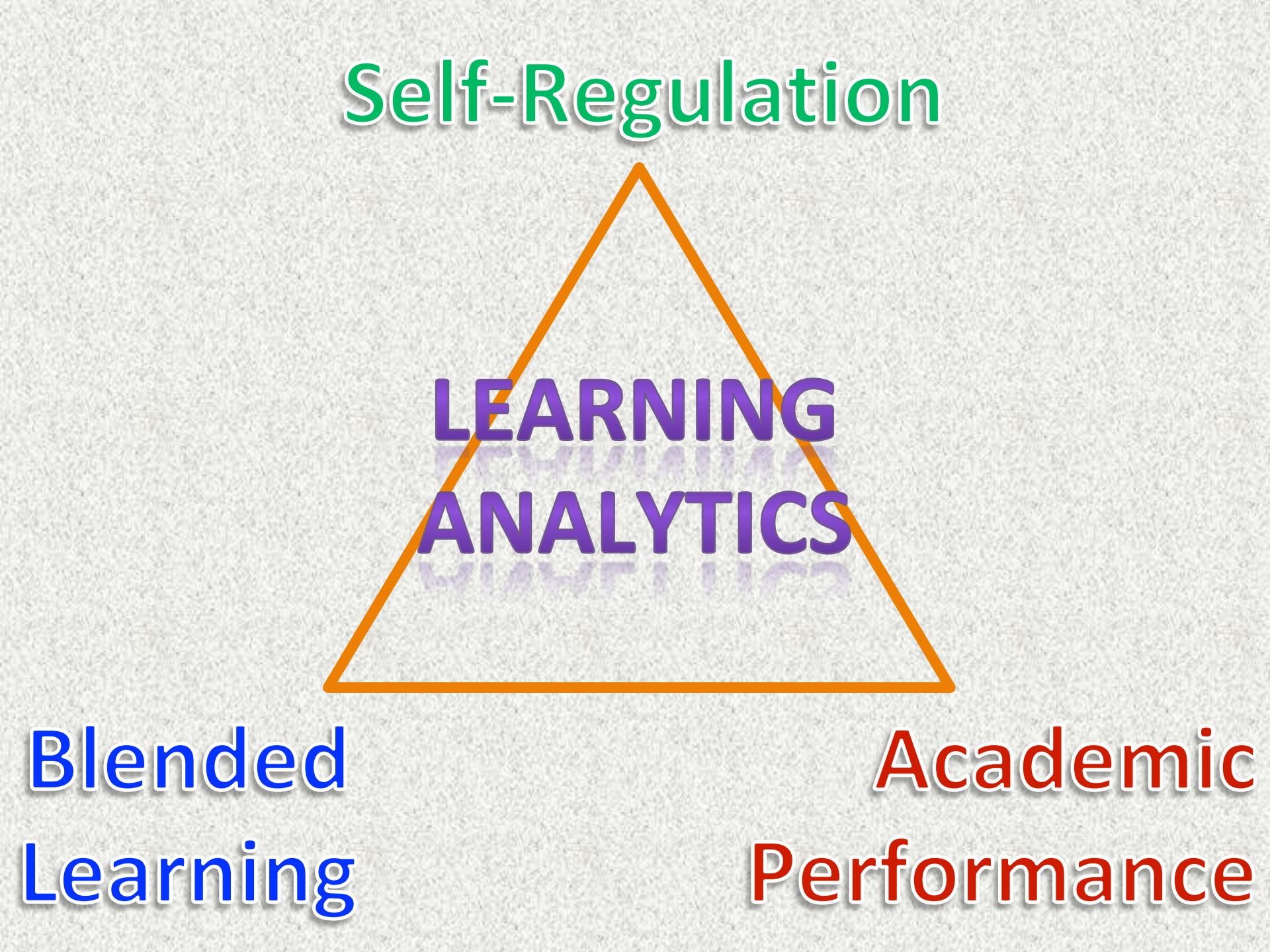
Instructional Design:

Clarify requirements, detailed feedback

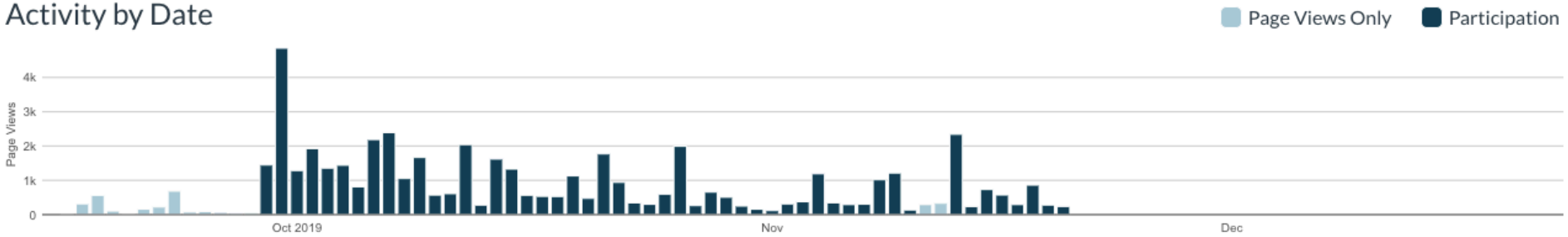


Instructional Design:

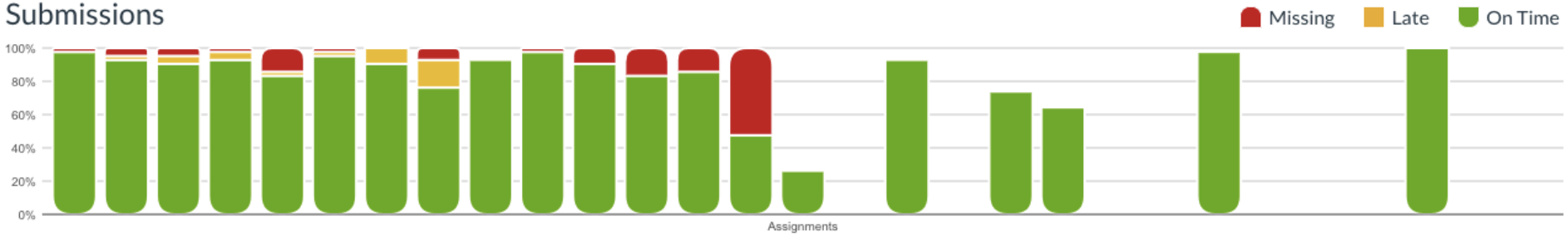
Clarify requirements, detailed feedback


Self-Regulation
LEARNING
ANALYTICS
Blended
Learning
Academic
Performance

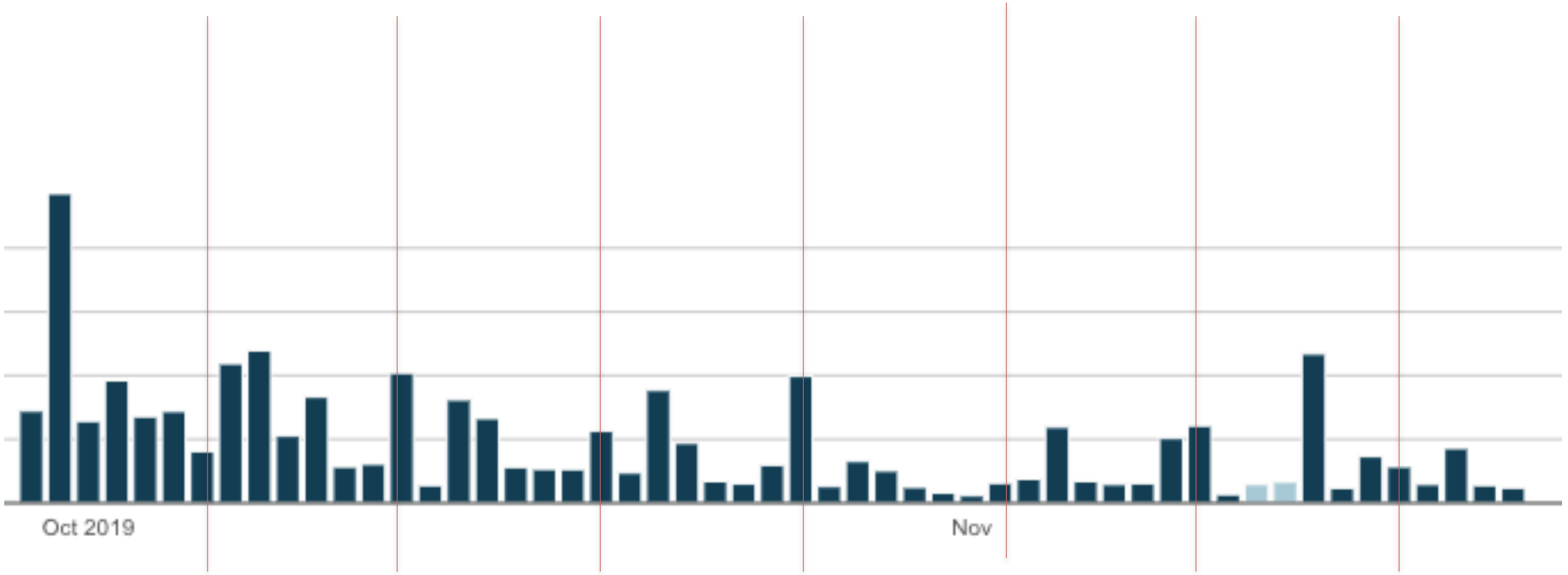
Activity by Date



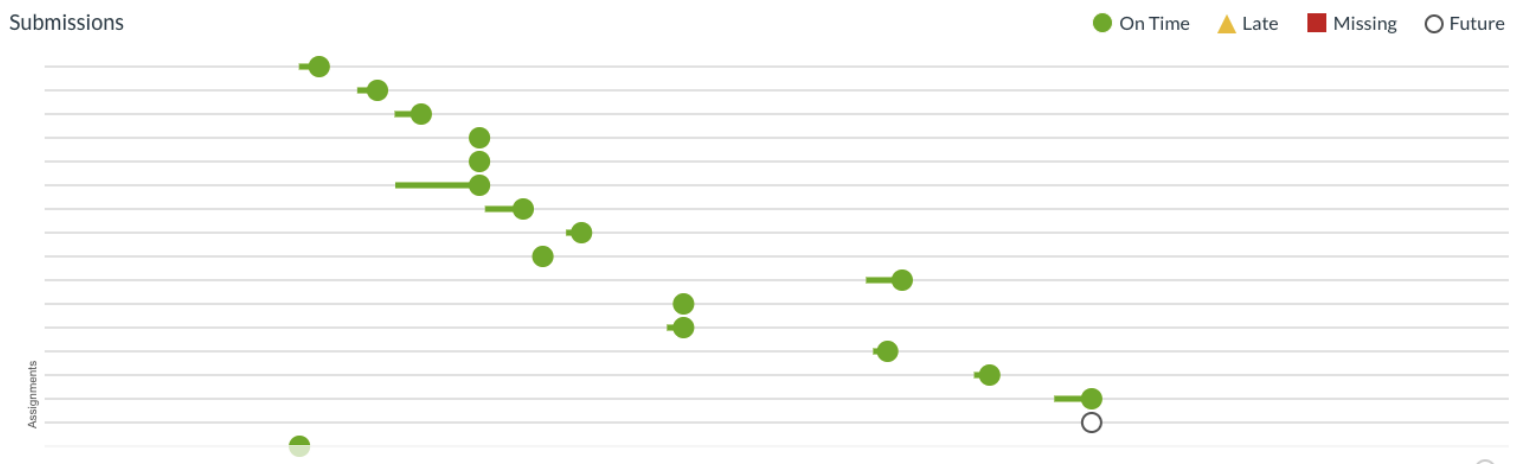
Submissions



Student	Page Views	Participations	Submissions	On Time	Late	Missing	Current Score
[redacted]	830	29	19	18	1	0	84.35%
[redacted]	861	21	18	18	0	2	83.18%
[redacted]	1431	20	19	19	0	1	98.21%
[redacted]	1219	33	18	16	2	1	87.06%
[redacted]	669	20	18	18	0	1	83.14%
[redacted]	922	21	19	19	0	0	97.54%
[redacted]	858	18	17	17	0	1	95.14%



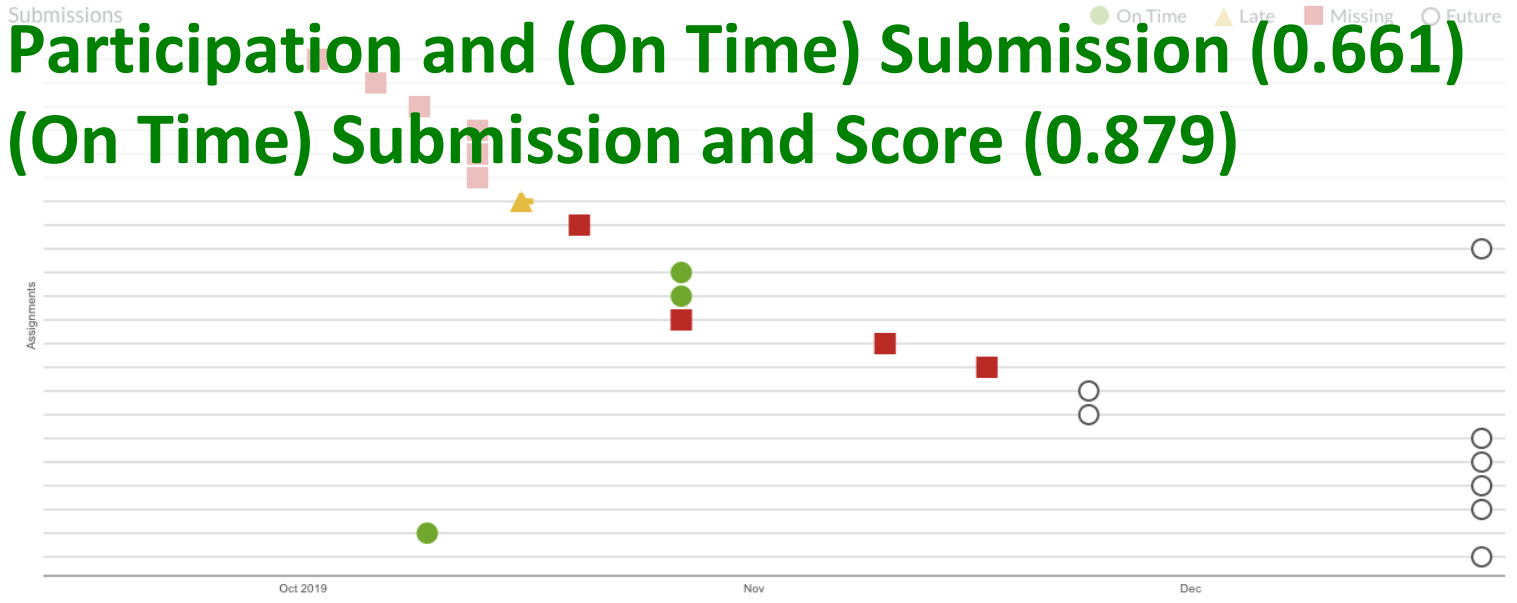
Is participation spread throughout the week, or just on due dates?



Page views did not correlate to participation, submission and Performance (Score)

Correlation was seen between:

- **Participation and (On Time) Submission (0.661)**
- **(On Time) Submission and Score (0.879)**



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jasper.alontaga@dlsu.edu.ph

References:

Anderson, J. (2010). ICT Transforming education: a regional guide. UNESCO

Cultus (2014). Blended learning develops 21st century skills.

Johnson, G., & Davies, S. (2014). Self-regulated learning in digital environments: Theory, research, praxis. *British Journal of Research*, *1*(2), 1-14.

Microsoft Partners in Learning. 21CLD Student Work Rubrics. Innovative Teaching and Learning