

Promoting self-regulated blended learning in AnimoSpace Learning Management System

The background of the slide is a composite image. It features a close-up of a computer keyboard with a hand clicking a white mouse. Overlaid on this is a semi-transparent world map with binary code (0s and 1s) and network lines, suggesting a global or digital theme.

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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)

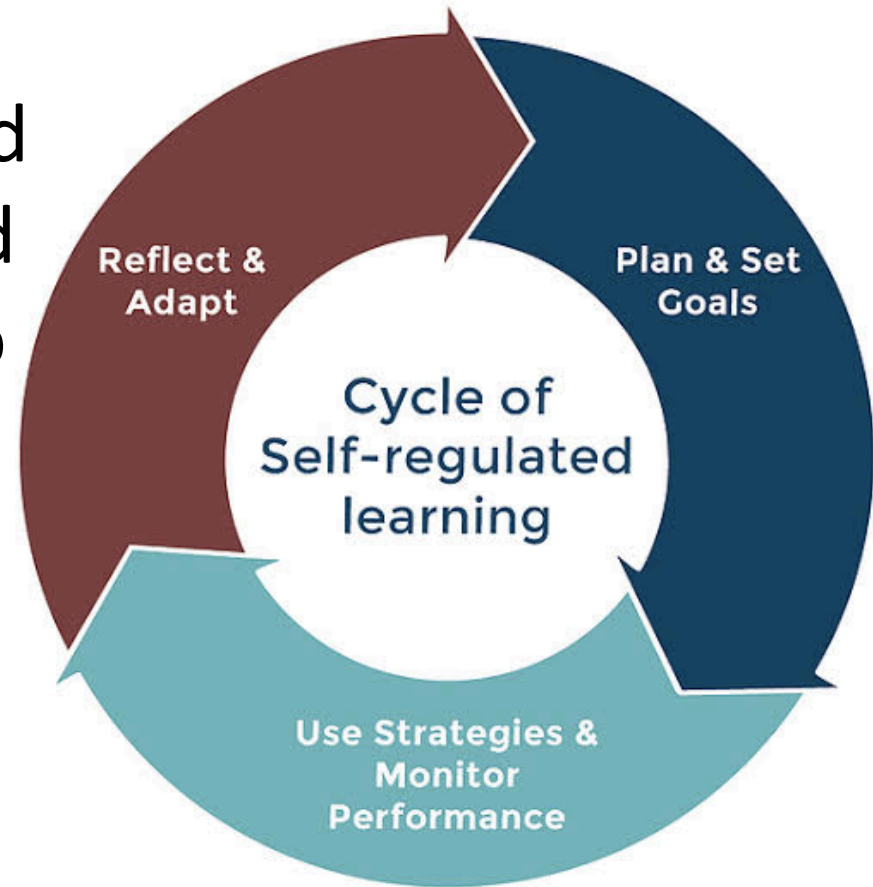
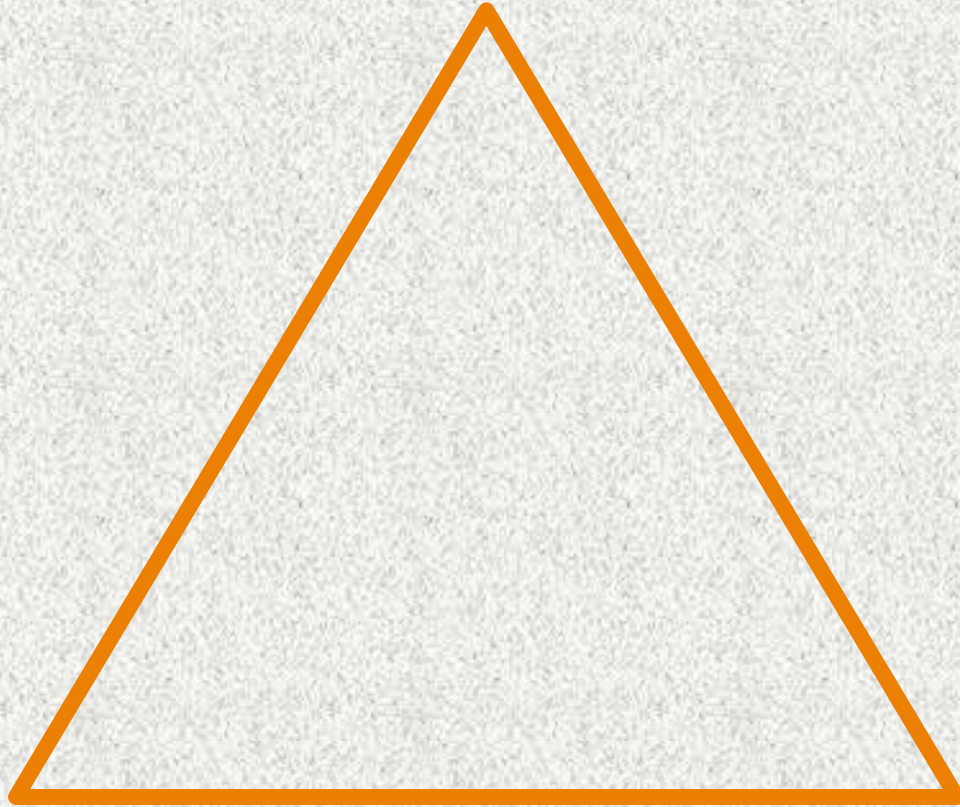


Image by Kristin O'Connell

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.



99%

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.



54%

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.



21%

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.



15%

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.



58%

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.



63%

▼ Week 3-4 Models of Technology Integration (Blended session - with W3 online & W4 f2f)

Complete All Items



W3-4 Introduction	✓	⋮
W3-4 Online Task #1: Tech Integration Best Practices	✓	⋮
W3-4 Online Session Discussion Forum Oct 1, 2020 5 pts Submit	✓	⋮
W3-4 Online Task #2: SAMR Model	✓	⋮
W3-4 Class Task - SAMR Planning Oct 12 10 pts Submit	✓	⋮
General Discussion	✓	⋮
W1-4 Lesson Zeetings	✓	⋮
W3-4 Additional Resources	✓	⋮

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

Details

Questions

Mastery Paths

8 pts

+

6 pts



10 pts

...

**W3 Online Task:
Psychoanalytic
Theories and Me**

&



8 pts

...

**W3 Post-test:
Psychoanalytic
Quiz**



...

W3 Resources

&



10 pts

...

**W3 Online Task:
Psychoanalytic
Theories and Me**

&



8 pts

...

**W3 Post-test:
Psychoanalytic
Quiz**



...

W3 Resources

&



...

W3 Resources 2

&



10 pts

...

**W3 Online Task:
Psychoanalytic
Theories and Me**

&



8 pts

**W3 Post-test:
Psychoanalytic
Quiz**

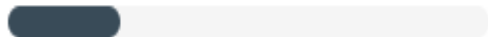
0 pts

Instructional Design: Self-Assessment and Differentiated Learning

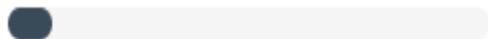
Mastery Paths Breakdown



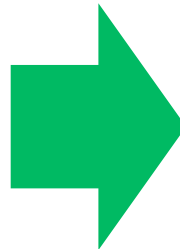
6 pts+ to 8 pts 27 out of 43 students



3 pts+ to 6 pts 10 out of 43 students



0 pts+ to 3 pts 4 out of 43 students



Mastery Paths Breakdown



▸ > 6 pts - 8 pts

▸ > 3 pts - 6 pts

▼ > 0 pts - 3 pts



ARIEL VILLO, ARISTOTELIS CHRYSTOS



PAUL AN, TEJASWEE SANKH, LAURA



MISTAKTE, ANGELO, CA, SANKH, REYES



JAMES, JESU

☐ Lock until

Prerequisites

W4. Behavioral Perspectives

[+ Add prerequisite](#)

Requirements

☒ Students must complete all of these requirements.☐ Students must move through requirements in sequential order.☐ Student must complete one of these requirements.

W5. Pre-Test Cognitive C



submit the assignment



W5. Cognitive Theories



Mark as done.



W5. Post-Test Cognitive



score at least



6

/ 7



Instructional Design: Timelines


▼ W4. Behavioral Perspectives

 W4 Introduction

 W4 Pre-Test: Behavioral Perspective Quiz
Oct 8 | 8 pts

 Locked until "W4 Pre-Test: Behavioral Perspective Quiz" is graded

 W4 Online Forum
Oct 12 | 5 pts

 W4. Online Task: Behavioral Theories and Me
Oct 12 | 10 pts

 W4 Post-Test: Behavioral Perspective Quiz
Oct 12 | 8 pts

Face-to-face Session Resources:

 W4 Zeetings Lesson [↗](#)

 Albert Bandura Social Cognitive Theory and Vicarious Learning [↗](#)

 General Discussion



Instructional Design: Timelines

► W5. Cognitive Perspectives

Complete All Items ✓

▼ W6. Ecological and Socio-Cultural Perspective

Complete All Items ✓

 W6 Introduction

 W6 Resources

 W6 Zeetings Lesson Handout [↗](#)

 General Discussion

 W6 Additional Resources


Here are your Online Tasks:

 **W6 Online Forum**
Oct 26 | 5 pts | Contributed

✓

 **W6. Ecological&Socio-cultural Quiz**
Oct 26 | 5 pts | Submitted

✓

 **W6. Ecological & Socio-cultural Theories and Me**
Oct 26 | 10 pts

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



Course

PRLEARN










Arrange By

Due Date

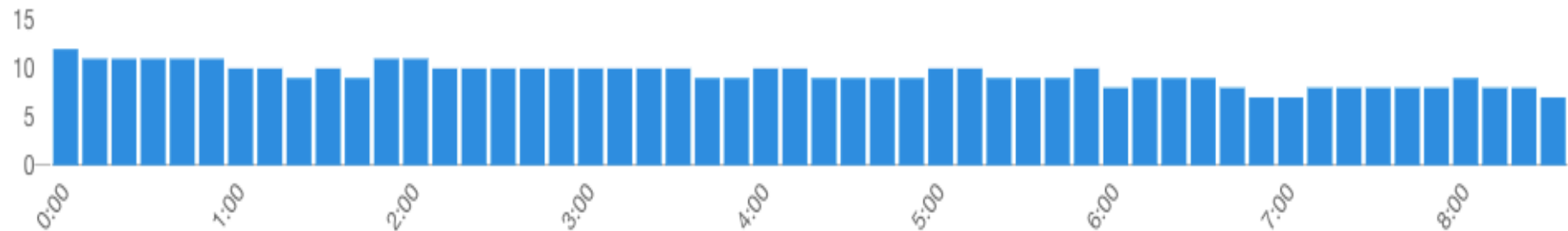
Apply

Instructional Design:

Determine personal progress toward goal

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	

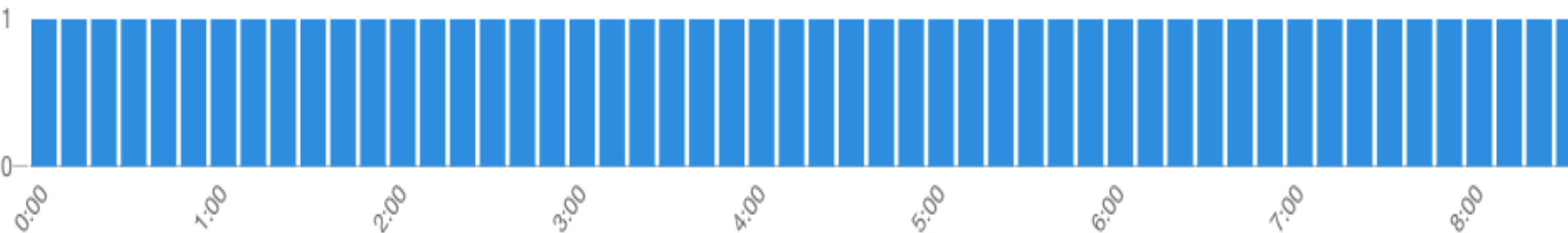
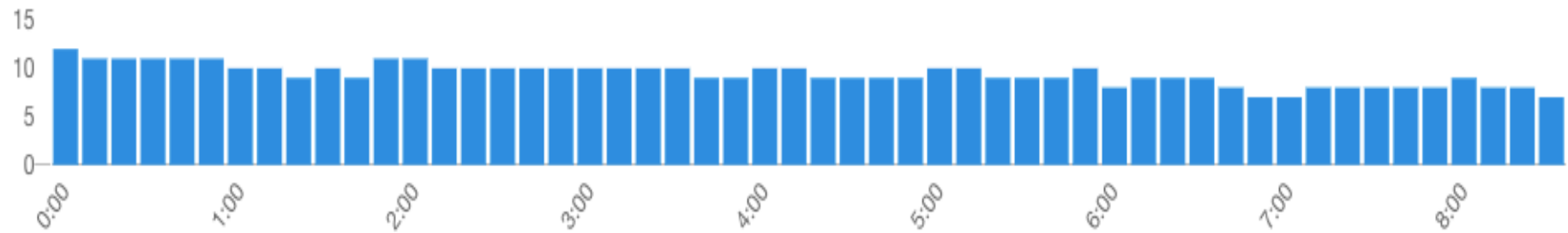
All Viewers



1



All Viewers



-Students will be asked to exchange their work with a peer and discuss with their chosen partner.
(5 mins)

will this be done via powerpoint?

if so, start drafting the ppt

start identifying these samples

specify guidelines (e.g. number of sentences? etc)

Instructional Design:

Clarify requirements, detailed feedback

Grading

Theories and Me				
Criteria	Ratings			Pts
Able to explain correct concept from theories	5 pts Full Marks	3 pts Partial	0 pts No Marks	<input type="text" value="3"/>
	<div>expound further your understanding of the concepts</div>			/ 5 pts
Able to relate experience with selected concepts	5 pts Full Marks	3 pts Partial	0 pts No Marks	<input type="text" value="5"/>
				/ 5 pts
Total Points: 8 out of 10				

Save

Cancel

Assignment Comments

Add a Comment

Instructional Design:

Clarify requirements, detailed feedback



Submit

Self-Regulation

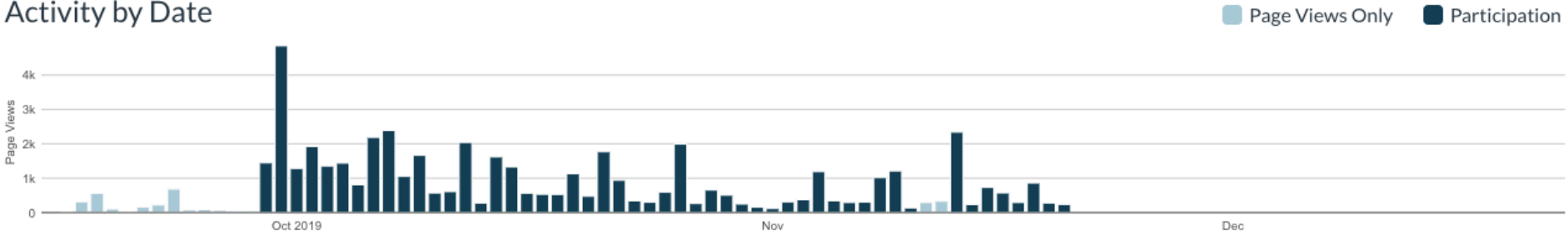


**LEARNING
ANALYTICS**

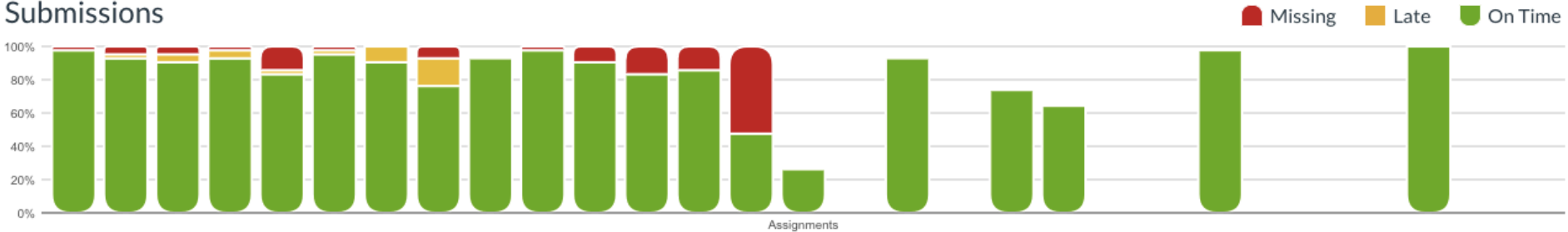
**Blended
Learning**








**Academic
Performance**

Activity by Date



Submissions



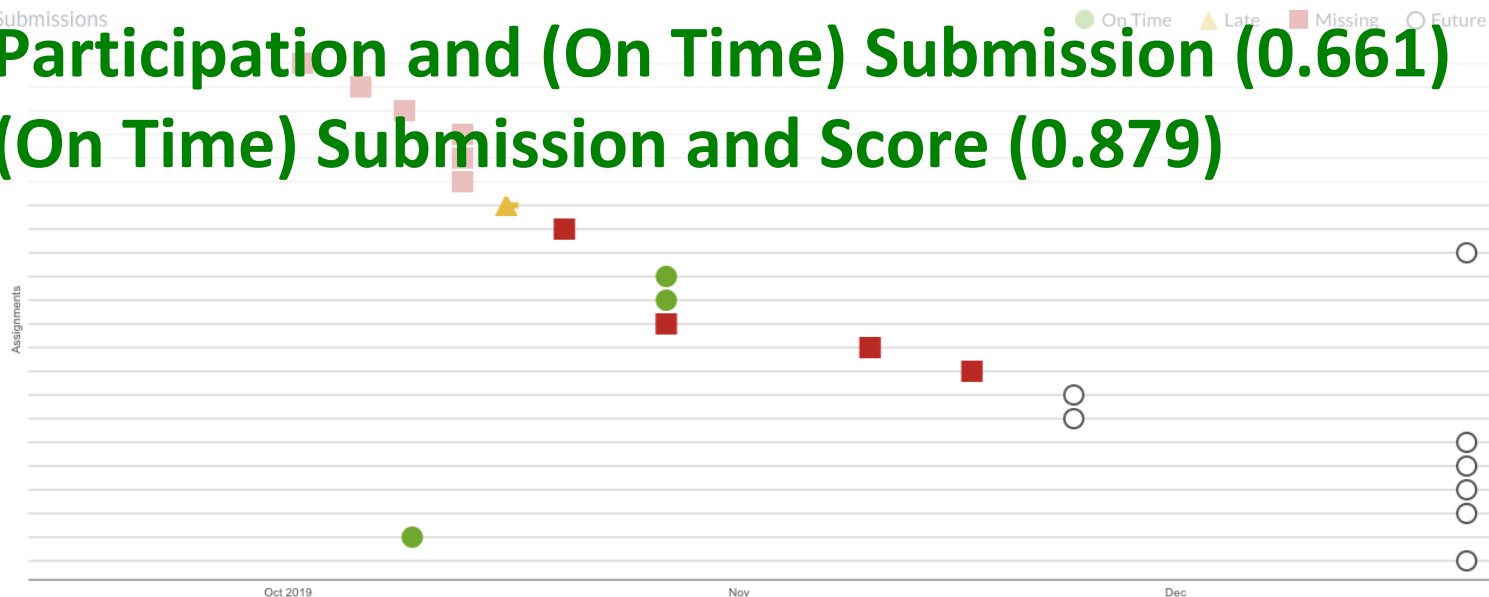
Student ^	Page Views ^	Participations ^	Submissions	On Time	Late	Missing	Current Score ^
	830	29	19	18	1	0	84.35%
	861	21	18	18	0	2	83.18%
	1431	20	19	19	0	1	98.21%
	1219	33	18	16	2	1	87.06%
	669	20	18	18	0	1	83.14%
	922	21	19	19	0	0	97.54%
	858	18	17	17	0	1	95.14%



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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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