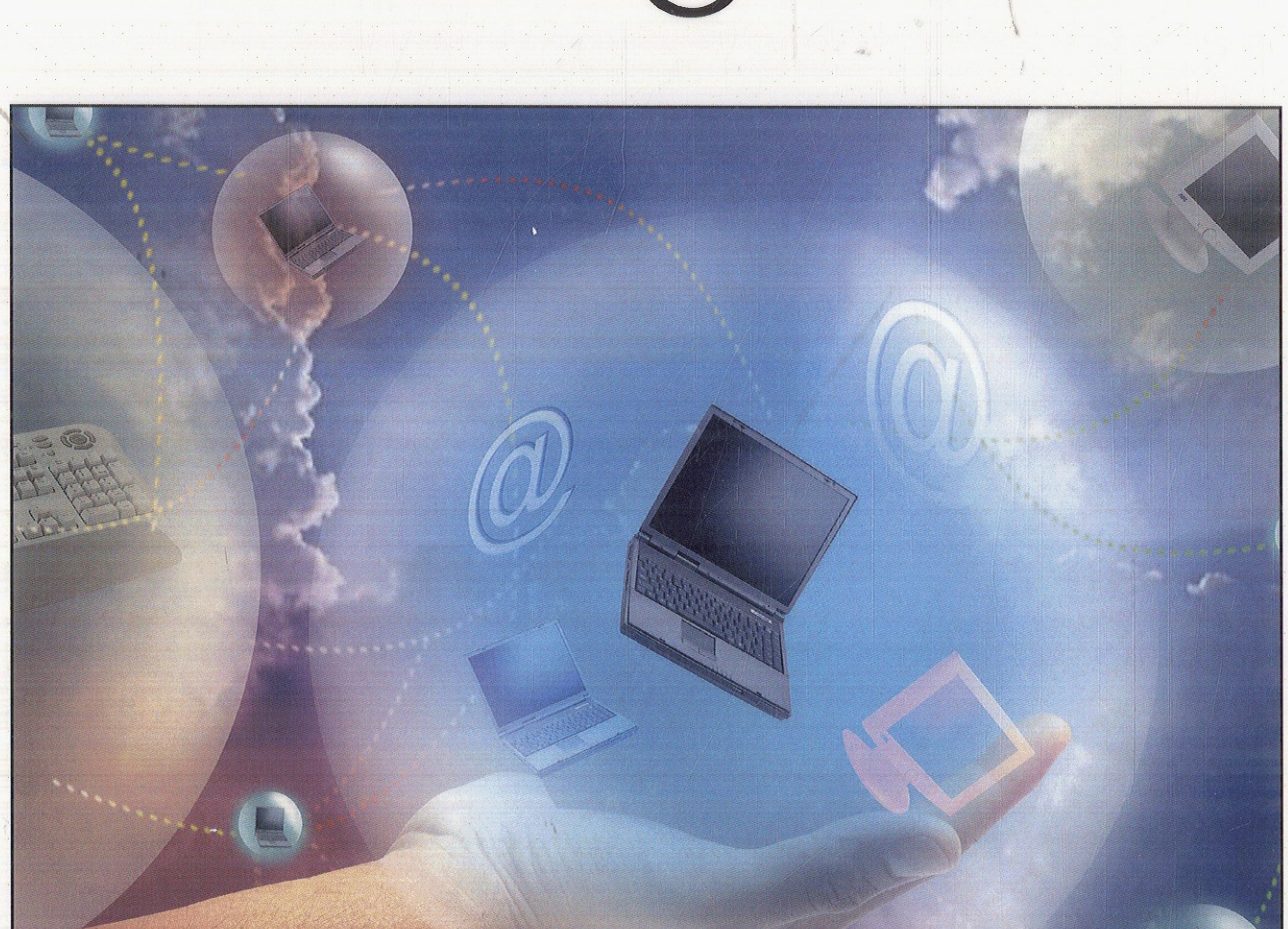
PREMIER REFERENCE SOURCE

Fostering Self-Regulated Learning through ICT



Giuliana Dettori & Donatella Persico

Table of Contents

Preface xix

Acknowledgment xxvi

Chapter 1
Self-Regulated Learning and Technology-Enhanced Learning Environments: An Opportunity-Propensity Analysis 1
Matthew L. Bernacki, Temple University, USA
Anita C. Aguilar, Temple University, USA
James P. Byrnes, Temple University, USA

Chapter 2
Measuring and Profiling Self-Regulated Learning in the Online Environment 27
Lucy Barnard-Brak, Baylor University, USA
William Y. Lan, Texas Tech University, USA
Valerie Osland Paton, Texas Tech University, USA

Chapter 3
Design of the SEAI Self-Regulation Assessment for Young Children and Ethical Considerations of Psychological Testing 39
Jesús de la Fuente, University of Almería, Spain
Antonia Lozano, University of Almería, Spain

Chapter 4
Self-Regulated Strategies and Cognitive Styles in Multimedia Learning 54
Barbara Colombo, Catholic University of the Sacred Heart, Italy
Alessandro Antonietti, Catholic University of the Sacred Heart, Italy

Chapter 5
Re-Conceptualizing Calibration Using Trace Methodology 71
Rylan G. Egan, Simon Fraser University, Canada
Mingming Zhou, Simon Fraser University, Canada

Chapter 6
Using Student Assessment Choice and e-Assessment to Achieve Self-Regulated Learning 89
Cath Ellis, University of Huddersfield, UK
Sue Folley, University of Huddersfield, UK

Chapter 7
The Role of SRL and TELEs in Distance Education: Narrowing the Gap 105
Maureen Snow Andrade, Utah Valley University, USA
Ellen L. Bunker, Brigham Young University Hawaii, USA

Chapter 8
Strategies to Promote Self-Regulated Learning in Online Environments 122
Bruce R. Harris, Western Illinois University, USA
Reinhard W. Lindner, Western Illinois University, USA
Anthony A. Piña, Sullivan University System, USA

Chapter 9
Influence of Task Nature on Learner Self-Regulation in Online Activities 145
Manuela Delfino, Institute for Educational Technology (CNR), Italy
Giuliana Dettori, Institute for Educational Technology (CNR), Italy
Donatella Persico, Institute for Educational Technology (CNR), Italy

Chapter 10
Theoretical and Practical Issues in Designing a Blended e-Learning Course of English as a Foreign Language 162
Rita Calabrese, University of Salerno, Italy
Filomena Faiella, University of Salerno, Italy

Chapter 11
Evaluating Web Content for Self-Directed Language Learning 179
Yoko Hirata, Hokkai-Gakuen University, Japan

Chapter 12
Using Video as a Retrospective Tool to Understand Self-Regulated Learning in Mathematical Problem Solving 194
I-Pei Tung, McGill University, Canada
Kevin Chin, McGill University, Canada

Chapter 13
Activating a Self-Regulated Process: The Case of a Remedial Activity within an ICT Environment 210
M. Alessandra Mariotti, University of Siena, Italy
Laura Maffei, University of Siena, Italy

Chapter 14
Assessing Self-Regulation Development through Sharing Feedback in Online Mathematical Problem Solving Discussion 232
Bracha Kramarski, Bar-Ilan University, Israel

Chapter 15
The Role of Self-Regulated Learning in Enhancing Conceptual Understanding of Rate of Chemical Reactions 248
Eunice Eyitayo Olakanmi, The Open University, UK
Canan Blake, The Open University, UK
Eileen Scanlon, The Open University, UK

Chapter 16
Enriching Quality of Self-Regulated Learning through Technology-Enhanced Learning Environments: A Malaysian Case Study 268
Vighnarajah, Universiti Putra Malaysia, Malaysia
Su Luan Wong, Universiti Putra Malaysia, Malaysia
Kamariah Abu Bakar, Universiti Putra Malaysia, Malaysia

Chapter 17
Mark-UP: Promoting Self-Monitoring of Reading Comprehension through Online Environment 278
Mark McMahon, Edith Cowan University, Australia

Chapter 18
Self-Regulation of Learning Supported by Web 2.0 Tools: An Example of Raising Competence on Creativity and Innovation 295
Maria Luisa Sanz de Acedo Lizarraga, Public University of Navarre, Spain
Oscar Ardaiz Villanueva, Public University of Navarre, Spain
Maria Teresa Sanz de Acedo Baquedano, Public University of Navarre, Spain

Chapter 19
Exploring the Effects of an Optional Learning Plan Tool in Technology-Enhanced Learning 315
Antje Proske, TU Dresden, Germany
Susanne Narciss, TU Dresden, Germany
Hermann Körndle, TU Dresden, Germany

Chapter 20
Reference Course Model: Supporting Self-Regulated Learning by Cultivating a University-Wide Media Culture 334
Per Bergamin, Swiss Distance University of Applied Sciences, Switzerland
Marco Bettoni, Swiss Distance University of Applied Sciences, Switzerland
Simone Ziska, Swiss Distance University of Applied Sciences, Switzerland
Cindy Eggs, Swiss Distance University of Applied Sciences, Switzerland

Chapter 21
Fostering Self-Regulated Learning in e-Health 352
Sisira Edirippulige, University of Queensland, Australia
Rohana B. Marasinghe, Sri Jayewardenepura University, Sri Lanka

Chapter 22
Informal Self-Regulated Learning in Corporate Organizations 364
Wim Veen, Delft University of Technology, The Netherlands
Jan-Paul van Staalduinen, Delft University of Technology, The Netherlands
Thieme Hennis, Delft University of Technology, The Netherlands

Chapter 23
Face-to-Face and Web-Forum Interventions Promoting SRL Skills at University 380
Barbara De Marco, University of Milan Bicocca, Italy
Nicoletta Businaro, University of Milan Bicocca, Italy
Eleonora Farina, University of Milan Bicocca, Italy,
Ottavia Albanese, University of Milan Bicocca, Italy

Chapter 24
SRL/SDL and Technology-Enhanced Learning: Linking Learner Control with Technology 396
Jane Pilling-Cormick, Hamilton-Wentworth District School Board, Canada

Compilation of References 413

About the Contributors 455

Index 467