

Exploring the Regulation of Learning in Computer-supported Collaborative Learning Environments

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Abstract

This study proposed to investigate how primary school children experience the regulation of learning individually and collectively in a computer-supported learning environment. A longitudinal case study is presented of a class of children learning English as a Foreign Language using an adapted and more interactive version of Moodle. Data was gathered in class from video observations, field notes and interviews to provide high ecological validity. Content analysis revealed how the children self-regulated, co-regulated and shared the regulation of learning throughout the lessons with the learning management system. Furthermore, the type of regulation students engaged in was interconnected with their choice of strategy use. The children reflected metacognitively on their learning processes and attributed value to their learning experiences. This study presents innovative value concerning children's regulation and decision-making processes with digital interactive tools which can be used and adapted to their needs and can be freely available in their classroom.

Keywords: Learning Management System; Self-regulated learning; Co-regulated learning; Shared regulation of learning; Longitudinal Case Study