

Self-Regulated Learning and the English – Spanish Learning Task



Jonathan J. Berry and Jodi Price
The University of Alabama in Huntsville

Introduction

Learning is an important part of our everyday lives; however, learning is an active process, in which individuals participate in their own learning. This participation is referred to as self regulated learning (SRL). Several models exist to describe SRL however in particular are the Discrepancy Reduction Model (DRM), Region of Proximal Learning Model (RPL), and the Agenda Based Regulation Model (ABR). The DRM argues that a discrepancy exists between individuals' current learning states and their goal learning states. In order to most efficiently reduce this discrepancy, the DRM hypothesizes that individuals will select the most difficult items to study first. RPL, on the other hand suggests Individuals will select the easiest items to study first, as those items are located in an individual's region of proximal learning, making those items most likely to be successfully remembered. Ample evidence exists to support both models of SRL, so the ABR model was developed in order to address discrepancies seen in the prior literature. ABR argues that individuals will establish an agenda of study based on their goals or will rely on habitual processes provided an agenda is not formed.

Hypothesis

Unlimited Time → High Point Words
Limited Time → Reading Order

Method

Participants: $N = 38$
Mean Age = 24.16
 $SD = 3.60$

Design: 2 (Time: Unlimited vs Constrained)
x 3 (Point order: 1-3-5 vs 5-3-1 vs Random)
x 3 (Point values: 1, 3, 5)

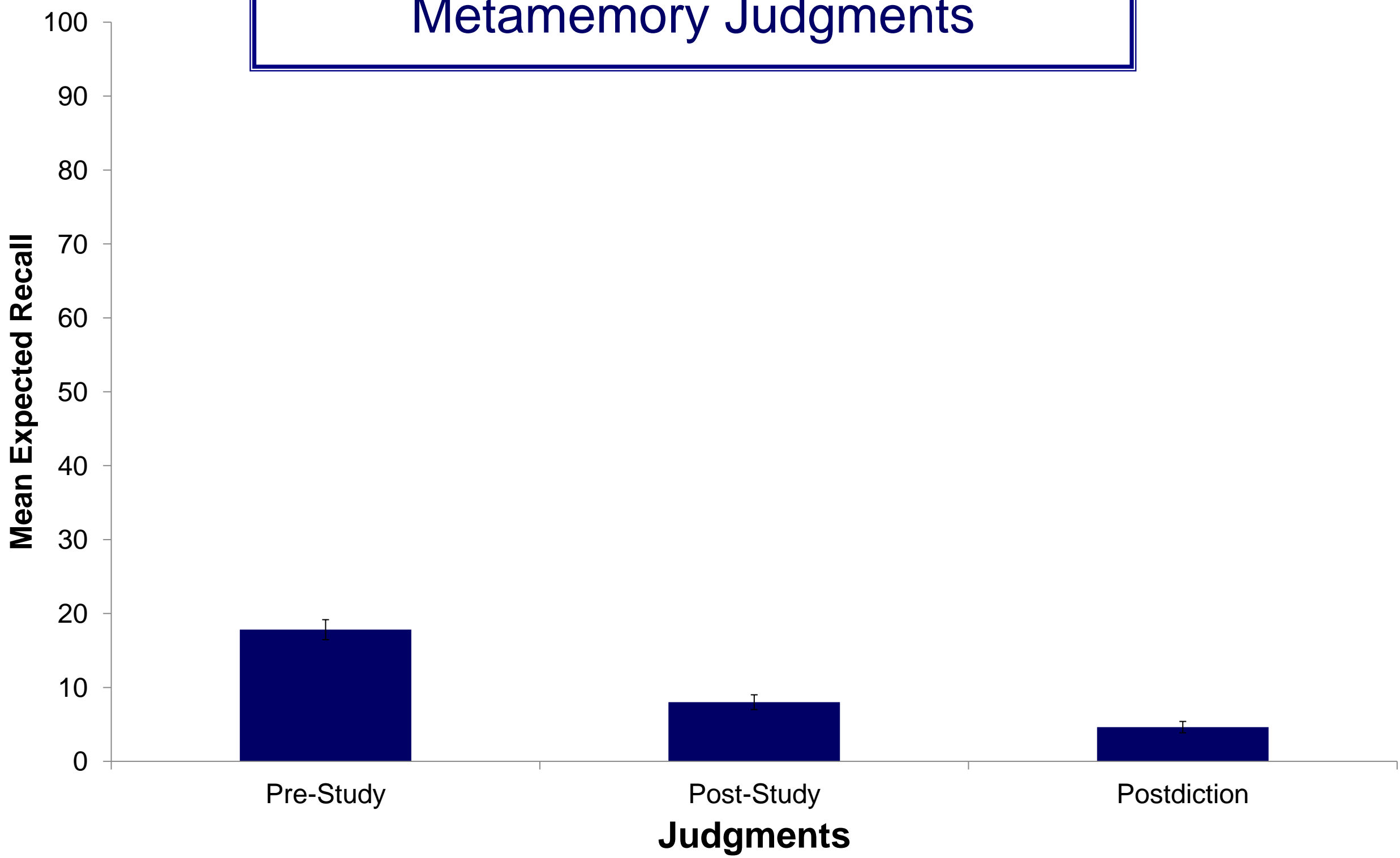
Materials: 48 Moderately difficult English – Spanish word pairs (e.g. ,Pen – Pluma) arranged in 1 x 3 grids.

Pen 1	Beer 3	Food 5
Pen 5	Beer 3	Food 1
Pen 3	Beer 5	Food 1

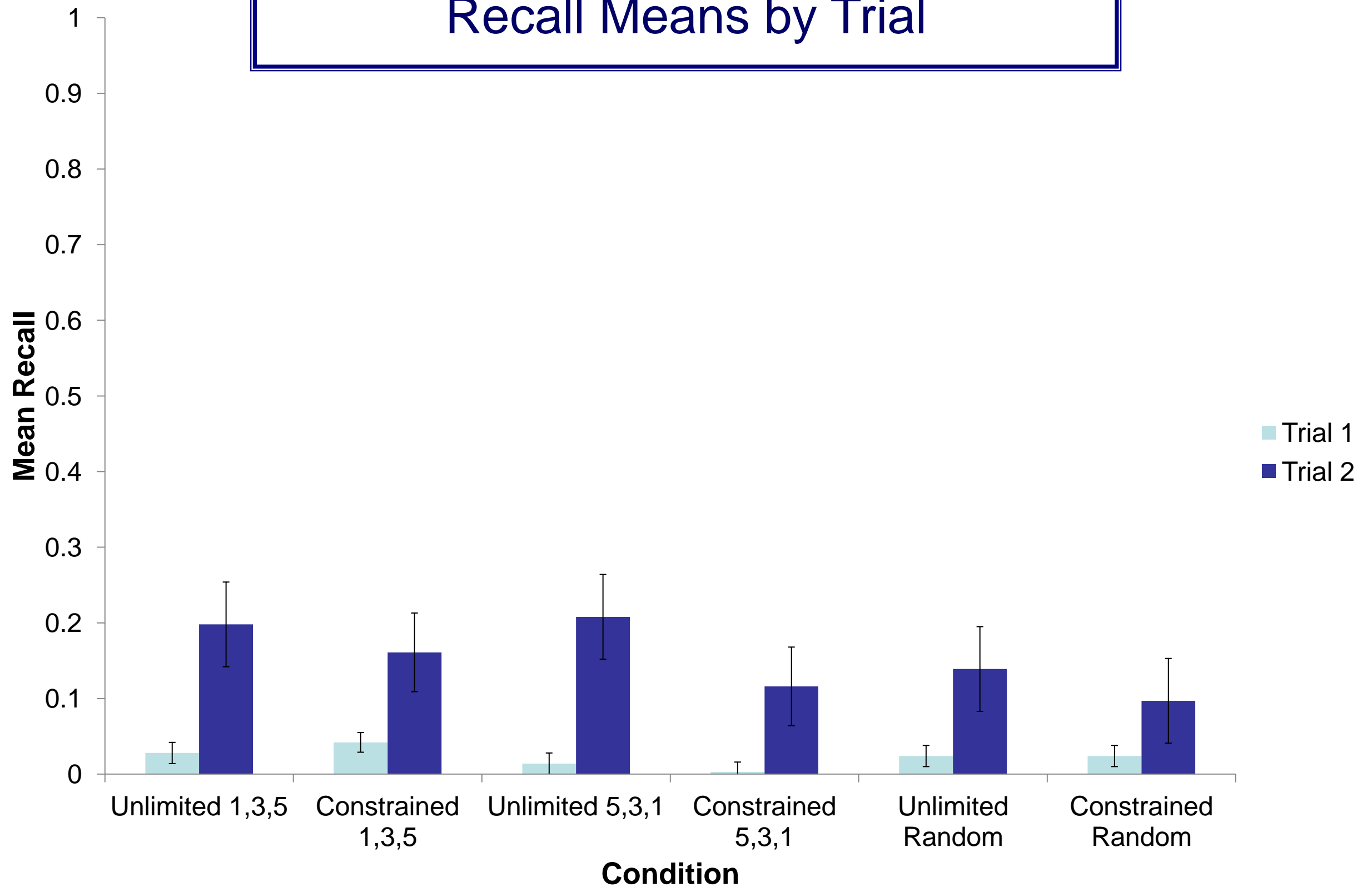
Procedure:

Prestudy Recall Test - Study Phase - Recall Phase

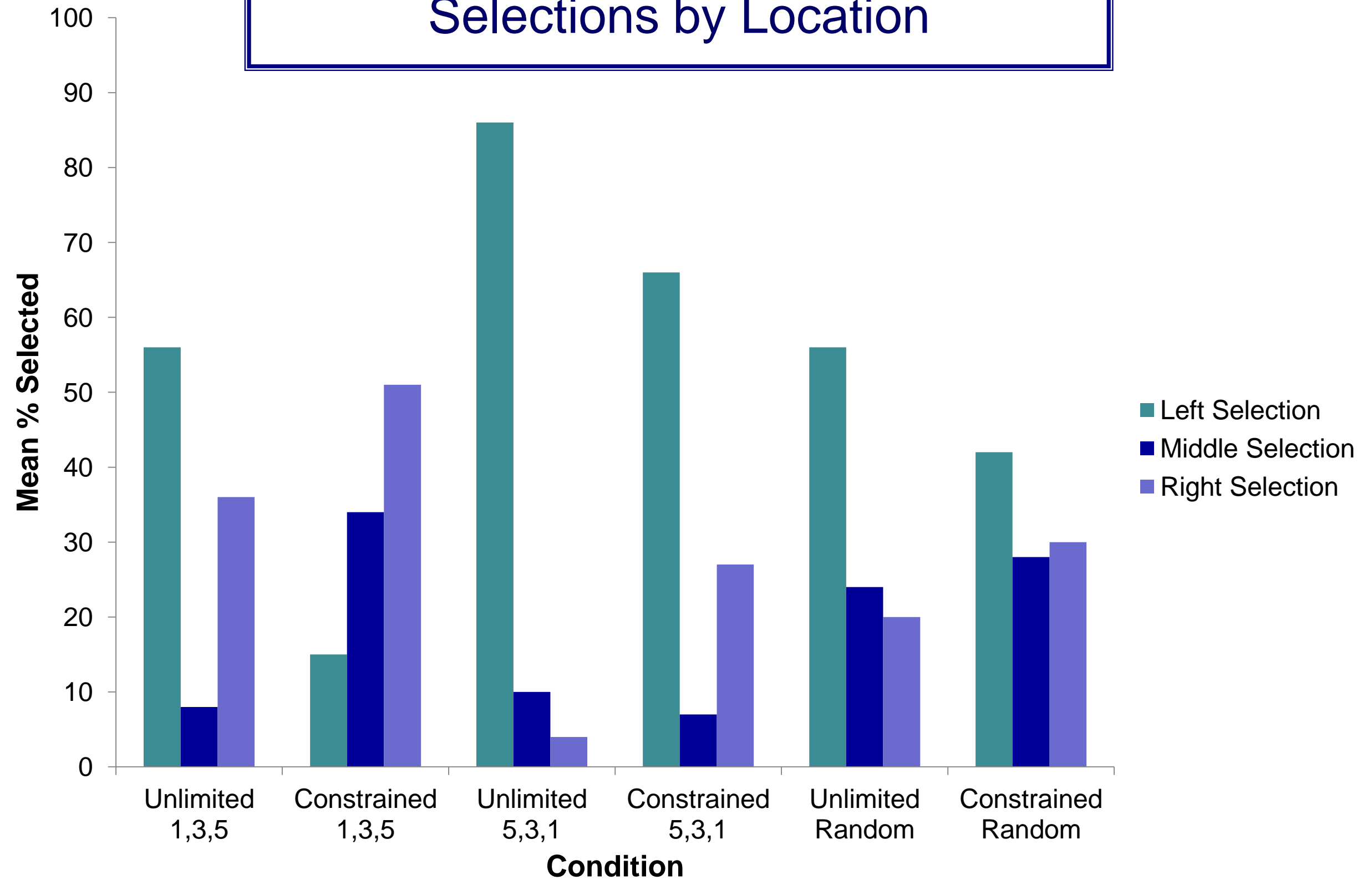
Metamemory Judgments



Recall Means by Trial



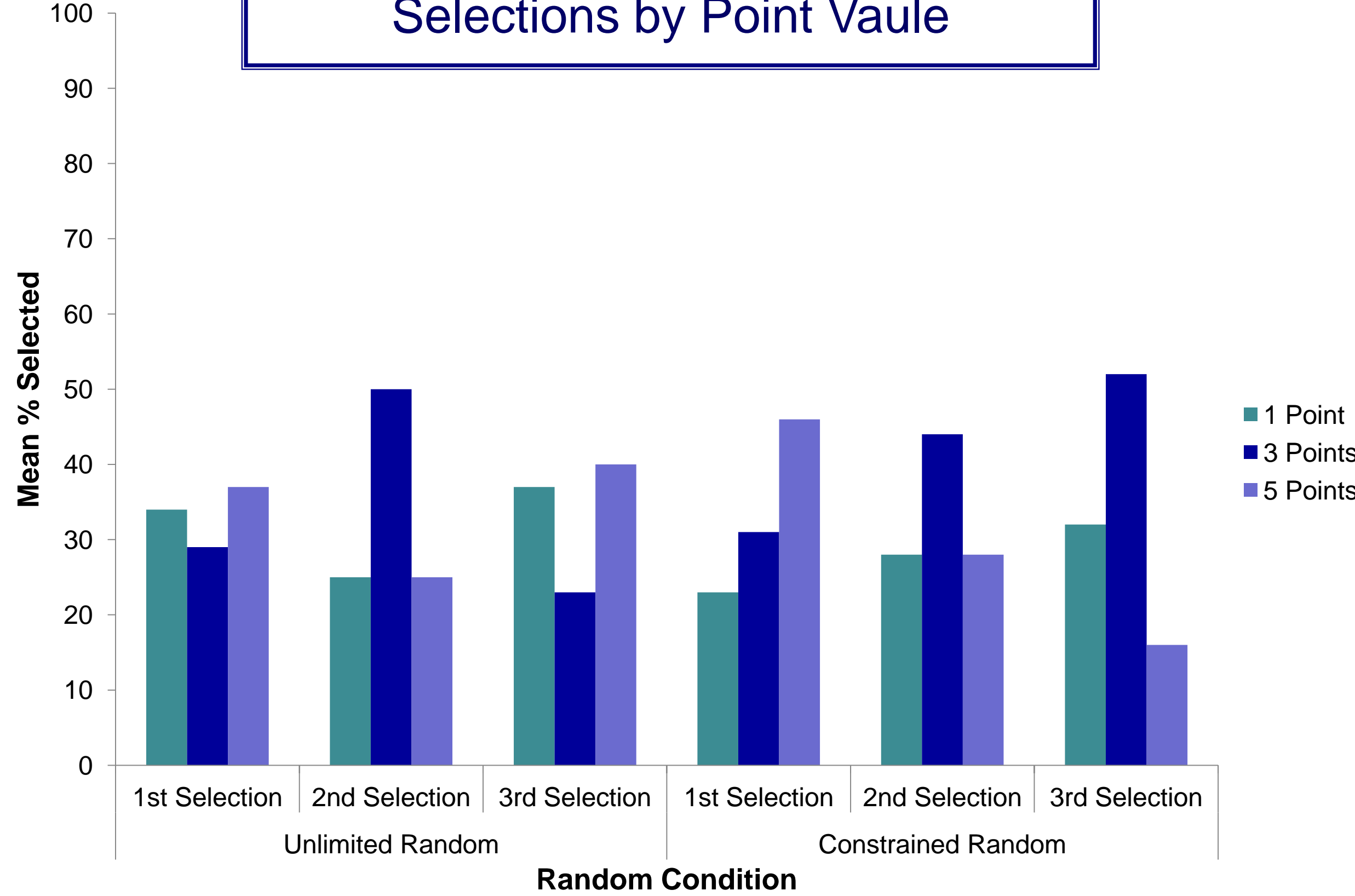
Selections by Location



Discussion

- As participants proceeded through the test, their judgments of how many items they will be able to learn decreased significantly. This occurs because individuals begin to receive information regarding their metacognitive ability thus increasing the accuracy of their judgments.
- Participants in the constrained time condition selected the higher point items while the participants in the unlimited time conditions selected by reading order. This is exactly opposite to the theories espoused in the ABR model of SRL. This may be due to the fact that previous manipulations of a similar nature were within-subjects while ours was between subjects.
- The random condition displays results similar to the data seen in the fixed conditions.
- Recall significantly increases from the prestudy trial to the poststudy trial, as would be expected as the participants have studied the stimuli.

Selections by Point Vaule



References

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