Chapter 59
Can Blended Learning Enhance Students' Tendency to Regulate Their Own Learning?
An Experience From Pedagogical Experiments

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ABSTRACT

As the nexus between personalized learning and technology-mediated learning, self-regulated learning is a topic of great research interest and a range of issues are still open for investigation. There is a substantial interest in the instructional tools supporting SRL in digital learning environment. In this chapter, the authors present an empirical evidence of self-regulated learning experiences dwelled in a blended learning environment in higher education. In this particular context, the experiences obtained from two intervention groups who engaged in the same blended learning course were examined. The purpose is to provide an insight regarding the current trajectories of learning in terms of student-centered approach with relation to emerging pedagogical practice. Results show that pedagogical approach does not guarantee a pleasingly improved learning; rather, there is a need for additional mechanism that might raise students' interest. Subsequently, imperative implications for educators, researchers, and curriculum developers are forwarded.

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INTRODUCTION

The extent to which an individual is capable of managing own learning determines success. Most high achieving students and successful people in the world of work report that they usually assure whether they are on the lane towards their goal. Those people know how to overcome obstacles on their way. Because, they approach any task with confidence and purpose(Johnson & Davies, 2014; Steffens, 2006). They are also aware of their strengths and weaknesses. Because of this, Self-Regulated Learning (SRL) as a dynamic process in which students adapt their strategic plans when learning is not on track(Johnson & Davies, 2014; Peters-Burton, Cleary, & Kitsantas, 2018) is critically important. To this end, becoming an independent learner is an essential aspect in this modern and fast-changing world.

It is the demand of the current higher education to promote the notion of connecting content knowledge with surrounding and working together to achieve common goals. It is also believed that self-regulated learning, as the nexus between the above needs and technology mediated learning is a topic of great research interest and a range of issues are still open for investigation (Artino & Stephens, 2009; Barnard, Lan, To, Paton, & Lai, 2009; Jimoyiannis, Schiza, & Tsiotakis, 2018). Particularly, few studies have explored the necessity of autonomous learning, critical thinking, and interpersonal interactions within the emerging pedagogical practices(Jimoyiannis et al., 2018). On the other hand, the role of self-regulatory skills in the online and blended learning environments have not received the same attention as it does in the traditional face-to-face environment (Barnard et al., 2009). Therefore, more research investigations are needed to shade light on the pedagogical implications of blended learning on self-regulated learning and vice versa.

In reaction to the issues above, this chapter illustrates the current trajectories of learning in terms of person-centered approach with relation to emerging pedagogical practice (blended learning). Particularly, it explores whether self-regulated learning can be enhanced in a blended learning environment and also tries to observe the interplay between the two. For that purpose, practical examples and student's reactions from a blended learning course conducted at two different Universities in Ethiopia is examined.

The chapter begins by detailing the nature and core aspects of Self-Regulated Learning (SRL) theory and principles. Then an overview of blended learning and its practice is provided. The chapter ends with an illustration of how blended learning and SRL principles can be integrated within the context of mathematics education. For that, a practical experience within the realm of blended learning is described and its implications for boosting students' tendency to regulate own learning are discussed, followed by a discussion of the implications of the results obtained for future research and practice.

SELF-REGULATED LEARNING

Self-regulated learning refers to the process through which learners systematically direct their thoughts, feelings, and actions toward the attainment of their goals (Rajabi, 2012). Thus, it can be described as a goal-oriented process of active and constructive knowledge acquisition, involving the guided interaction of an individual's cognitive and motivational resources(Boekaerts & Corno, 2005). Self-regulated learning (SRL) is also taken as an academically effective form of learning; because, if self-regulated learners encounter obstacles such as poor study conditions, confusing teachers or complex texts, they find a way to succeed(Zimmerman, 2002). In terms of metacognitive process, self-regulated learners plan, set goals,

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