

#10E Short Communications - Teaching and Learning: Self Directed Learning

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Are task specific self-regulatory processes consistent across task and time? A study of physiotherapy students

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ABSTRACT

Background: The Self-Regulated Learning Microanalysis method (SRL-microanalysis) differentiates self-regulatory profiles of poor performing students. In this study, we used SRL-microanalysis to evaluate the consistency of task specific regulatory profiles of physiotherapy students across two tasks -shoulder and ankle goniometry measures- at two specific time points, three months apart.

Summary of Work: Fifty-five out of 120 students were evaluated at time 1 and 37 (67%) of them at both time 1 and 2. Each student was evaluated by SRL-microanalysis protocol that elicited key SRL processes in the forethought, performance and self-evaluation phase of the task. We analyzed performance and the SRL profiles for each task at each particular point in time.

Summary of Results: The performance in shoulder and ankle goniometry, respectively, in both moments was correct for 71% and 43% and incorrect for 21% and 19% of the participants. 8% (shoulder) and 24% (ankle) improved from incorrect to correct. There were 14% of students who evolved from correct to incorrect in ankle measures. The self-regulatory profiles of successful students in both moments for both tasks were sophisticated: an average of 89% planned, monitored and self-evaluated. These differed from students with incorrect performances: 74% planned the task, but self-monitoring changed from 40% in moment 1 to 60% in moment 2. Students who improved performances have increased their planning (66% to 94%) and self-monitoring (44% to 84%) over time. Also, students who showed worse ankle measurements were mostly unable to self-monitor in both moments (30%).

Discussion and Conclusions: Overall, students with correct performances showed greater self-monitoring as compared to low performing students. Improvement in performances was associated to improvement in SRL processes. Self-regulatory processes were consistent across tasks, although there were variations across time. This innovative study suggests associations between task specific performance of physiotherapy students across two tasks and self-regulated learning. The consistency across tasks advocates that students who improve self-regulation in one task may be able to transfer SRL to another task

Take-home Messages: Self-regulated microanalysis may assess and inform the development of self-regulated learning (SRL) skills of undergraduate students.

