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INTRODUCTION

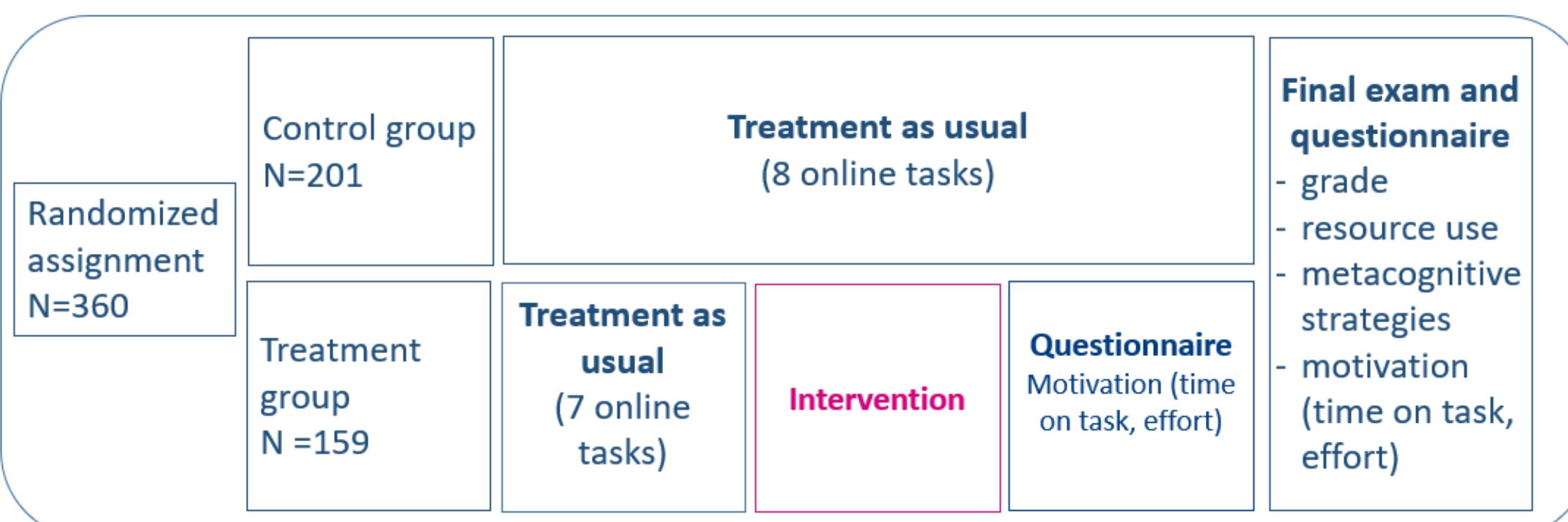
- Covid 19-Crisis -> increase in number of remote courses in psychology at universities
- Assumption: students adjust to the new setting without difficulty
- BUT: studies show students fail to activate prior metacognitive knowledge on self-regulation strategies (production and utilization deficit) in remote settings.
- > Students need support in their learning process in remote settings
- > laboratory studies show that prior production and utilization deficit can be overcome with help of a reflective prompt

Can an intervention, easy to administer and targeting students' reflection on their learning process, support students in the activation of their strategies of self-regulated learning in remote learning settings?

METHOD

Study design

360 teacher students, one psychology class, one exam



Intervention

Students answered 3 questions regarding their exam preparation:

- **Which** of the available resources will I use?
- **Why** do I intend to use them?
- **How** do I intend to use them?

We assume that answering the above questions prompts a reflection process.

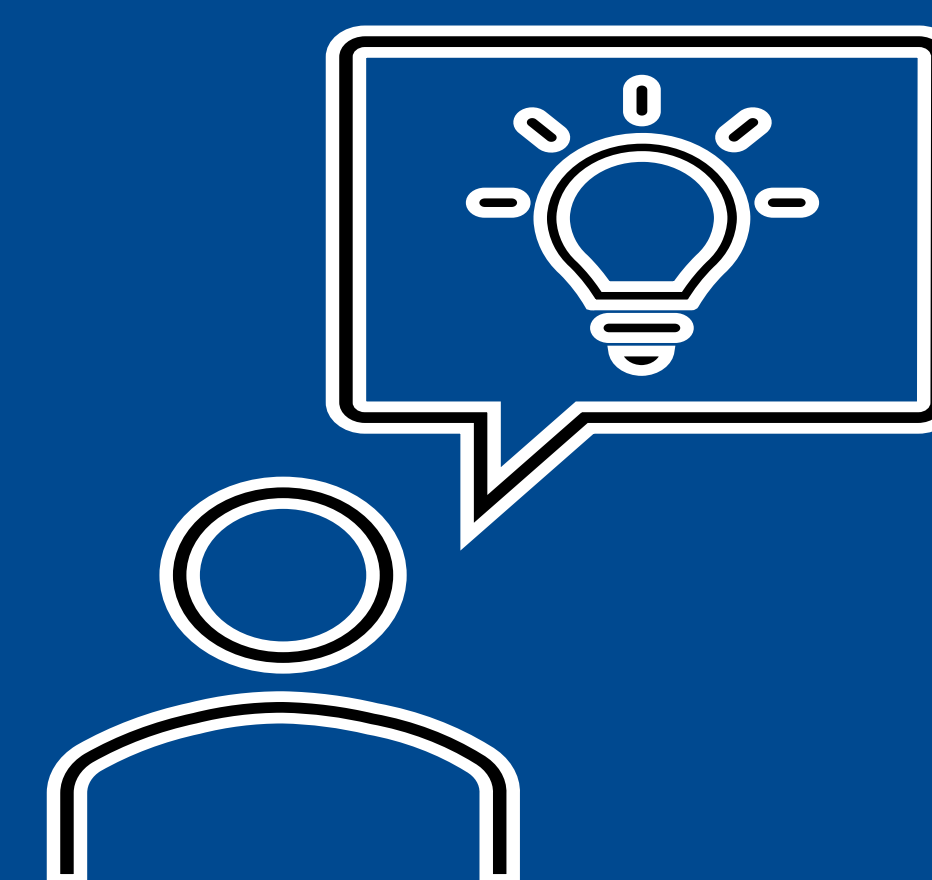
MAIN RESULTS

1. a. intervention leads to an increased use of strategies of self-regulated learning in treatment group
b. No effect on motivation and resource use (*analysis 1*)
2. overall, use of strategies of self-regulated learning influences learning outcome (grade) in a positive way (*analysis 2*)
3. Most important predictor of learning, beyond time on task, effort, and treatment: Use of strategies of self-regulated learning (*analysis 3*)

DISCUSSION

Future interventions should stress the application of strategies of self-regulated learning. They are the best predictor of learning outcome. The challenge is how to keep interventions simple for both students and educators.

A simple intervention activates students' reflection on their learning process and helps them study better in remote learning settings.



ANALYSES

1. Comparison of means

	Control		Treatment		t	df	p	CI 95%		Cohen's d
	M	SD	M	SD				LL	UL	
Resource Use	7.47	2.45	7.64	2.39	-0.61	296.80	0.55	-0.70	0.37	-0.07
Strategy Use	28.97	5.25	30.30	5.55	-2.15	284.21	0.03	-2.54	-0.11	-0.25
Effort	5.63	1.96	5.72	2.01	-0.37	278.34	0.71	-0.54	0.37	-0.04
Time spent	22.08	19.24	25.22	24.06	-1.22	239.10	0.22	-8.22	1.93	-0.15
Grade	2.54	0.91	2.54	0.92	-0.06	337.93	0.96	-0.20	0.19	-0.01

2. Regression analysis



3. Regression analysis

	Note
strategy	-0.031** (0.014)
Treatment	0.108 (0.590)
effort	-0.016 (0.033)
timespent	-0.002 (0.003)
strategy:Treatment	-0.001 (0.020)
Constant	3.551*** (0.387)
Observations	292
R ²	0.056

