Self-Regulated Learning behaviour in an individual is dependent not just on the learner, but on the environment in which they are learning and this is the case for online course environments (see Bernacki, Aguilar & Byrnes, 2011 for a comprehensive overview of the relationship). For example, an individual is unlikely to seek help in their studies if all the information they need to complete their studies is presented within the course environment. Developing an understanding of the pedagogical features of the learning environment complements the qualitative and quantitative data collected from learners. This instrument is designed to aid collection of this information and is structured as a set of questions for the design team of a MOOC (learning designers, strategic lead, technology designer) focused on the key phases and sub-processes of SRL (Zimmerman, 2000). Ideally, it would be administered by an independent researcher (*get in touch and we can work with you*) or it can also be self-administered by the course team (*but please share the results back to the PL-MOOC team*). The instrument is still in draft form, so please email comments or suggestions for improvement to [colin.milligan@gcu.ac.uk](mailto:colin.milligan@gcu.ac.uk)

## References

Bernacki, M. L., Aguilar, A., & Byrnes, J. (2011). Self-regulated learning and technology-enhanced learning environments: An opportunity propensity analysis. In G. Dettori and D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 1-26). Hershey, PA: IGI Global Publishers.

Zimmerman, B. J. (2000). Attaining self-regulation: a social cognitive perspective. In M. Boekaerts, M. Zeidner, and P.R. Pintrich (Eds.), *Handbook of self-regulation* (pp13-39). Academic Press, San Diego, CA.

## PL-MOOC publications

Milligan, C. and Littlejohn, A. (2014) Supporting professional learning in a massive open online course. The International Review of Research in Open and Distance Learning 15 (5) 197-213.

Littlejohn, A, & Milligan, C. (2015) Designing MOOCs for Professional learners: tools and patterns to encourage self-regulated learning. eLearning Papers, 42, 38-45. [http://www.openeducationeuropa.eu/en/node/170924

Hood, N., Littlejohn, A., and Milligan, C., (2015) Context counts: How Learners' Contexts influence learning in a MOOC. Computers and Education 91, 83-91.

Milligan, C., & Littlejohn, A., (2016) How Health Professionals Regulate their Learning in Massive Open Online Courses The Internet and Higher Education 31, 113-121.

Littlejohn, A., Hood, N., Milligan, C., & Mustain, P. (2016) Learning in MOOCs: motivations and self-regulated learning The Internet and Higher Education 29, 40-48.

Milligan, C., & Littlejohn, A., (2017,accepted) Why study in a MOOC: the motives of students and professionals. International Review of Research in Open and Distributed Learning.

|  |  |  |
| --- | --- | --- |
|  | **Question**  *(ideal source: strategic lead (s), platform developer (p), course design team (c), teaching assistant (t))* | **Answer/Comment**  *(please provide as much detail as possible – you can provide external references or include screenshots etc.)* |
| **Pedagogy Overall** | | |
| **1** | What pedagogic design principles underpin your MOOC provision? (s) |  |
| **2** | What pedagogical elements are built into the design of the platform? (p) |  |
| **3** | What assumptions have been made about the learner behaviour? (e.g. participation in and beyond the course environment, ability to self-regulate). (c) |  |
| **4** | To what extent does the environment define the format of courses? (p). |  |
| **5** | Was the design of this MOOC influenced by any particular pedagogical considerations? (c) |  |
| **SRL Overall** | | |
| **6** | Has the environment been designed to encourage learners to plan and regulate their own learning? (p) |  |
| **7** | Has the course itself been designed to encourage learners to plan and regulate their own learning? (p) |  |
| **8** | Have any overall assumptions been made about the pre-existing SRL behaviours and abilities of learners in the course.(s) |  |
| **9** | Are the course participants given any pre-training or guidance on how to study in the MOOC? (c) |  |
| **Forethought Phase** | | |
| **Goal Setting** | | |
| **10** | Are learners on the MOOC expected to articulate their own goals (or personalise course objectives)? (c) |  |
| **11** | Are learners on the MOOC provided with tools to articulate/personalise their goals? (c) |  |
| **12** | Is there evidence of learners articulating or pursuing their own goals? (c) |  |
| **Strategic Planning** | | |
| **13** | Is there an expectation that learners will plan their learning (individually, or in groups)? (s) |  |
| **14** | Does the platform provide any tools that encourage strategic planning (e.g. tools for managing time, setting deadlines, or organising collaborative work, creating domain maps?) (p) |  |
| **15** | Have you seen evidence of learners planning their participation in the course (referring to plans/ changed plans, (t) |  |
| **16** | Have you seen evidence of learners co-planning their participation in the course (e.g sharing and negotiating plans, self-organising etc)? (t) |  |
| **Self-efficacy** | | |
| **17** | Are learners expected to have a high degree of self-efficacy to study on this course? (s) |  |
| **18** | Have you observed evidence of students struggling with the course? If so, have you or other learners provided support? (t) |  |
| **Task-Interest/Value (inc. goal orientation)** | | |
| **19** | Are learners expected to relate content to their individual experience? (s (possibly academic lead)). |  |
| **20** | Have you experienced evidence of students relating their learning to their individual experience? (t) |  |
| **Performance** | | |
| **Task strategies (inc. time management)** | | |
| **21** | Are learners expected to manage their time themselves? (s) |  |
| **22** | Are learners expected to monitor their learning and adjust learning strategies as necessary (s) |  |
| **23** | Are tools provided to allow learners to make notes on, or annotate content (p) |  |
| **24** | Are learners allowed to choose alternative pathways through learning content? (c) |  |
| **25** | Is the course designed in such a way that learners are encouraged to plan their own study activities? |  |
| **26** | Are hints and cues provided that encourage the learner to take notes, read further, or annotate content? (c) |  |
| **27** | Have you observed evidence of learners monitoring learning and adjusting their learning strategies. (t) |  |
| **28** | Have you observed learners sharing notes (t) |  |
| **Elaboration** | | |
| **29** | Are tools provided to allow learners to reorganise and re-mix content to suit their own learning approach? (p) |  |
| **30** | Are learners expected to link their learning to their previous knowledge? (s) |  |
| **31** | Are tools provided that allow leaners to link their learning to existing knowledge? (p) |  |
| **32** | Is the course designed in such a way as require or encourage learners to link learning to other knowledge?(c) |  |
| **33** | Have you observed evidence of learners linking their learning to existing knowledge? (t) |  |
| **Critical Thinking** | | |
| **34** | Are learners expected to be able to think critically about the learning materials they utilise? (s) |  |
| **35** | Are tools provided that enable learners to respond to course materials. (p) |  |
| **36** | Are students encouraged to question/critically appraise course content through tasks (some/specific/all) (c) |  |
| **37** | Have you observed learners thinking critically about their learning either within, or beyond the course environment? (t) |  |
| **Help Seeking** | | |
| **38** | Is interaction with other learners seen as necessary/essential for course participation? (s) |  |
| **39** | Are tools/structures provided to encourage interaction? (p) |  |
| **40** | Are tools /structures provided that encourage interaction around specific pieces of content (e.g. collaborative annotation?) (p) |  |
| **41** | Are learners encouraged to interact with each other, and tutors as they learn (c) |  |
| **42** | Are learners expected to make contact with other learners to discuss course content (c) |  |
| **43** | Are learners expected to make contact with tutors (teaching assistants) to discuss course content? (c) |  |
| **44** | Have you observed learners making contact with each other in the course discussion fora (t)? |  |
| **Interest Enhancement** | | |
| **45** | Are learners expected to challenge themselves? (s) |  |
| **46** | Is the course designed in such a way that learners are able to choose tasks which match their level of expertise (e.g. choosing a task which challenges them)? (c) |  |
| **47** | Have you observed evidence of learners attempting to challenge themselves (e.g. through attempting more challenging options, or going beyond the core course content)? (t) |  |
| **Self Reflection** | | |
| **48** | Is there an expectation that learners will be able to reflect on their learning? (s) |  |
| **49** | Are tools provided to encourage learners to reflect on their learning (for example: diary or portfolio tools or maps that show content covered so far)? (p) |  |
| **50** | Are learners provided with explicit tasks (or implicit cues) to encourage them to reflect on their learning? (c) |  |
| **51** | Do you expect learners to reflect on their learning in private? (c) |  |
| **52** | Do you expect learners to reflect on their learning within the course environment? (c) |  |
| **53** | Do you expect learners to reflect on their learning in other spaces? (c) |  |
| **54** | Have you observed (or seen evidence of) learners reflecting on their learning at all? (t) |  |
| **Please use the space below to provide any other comments and detail you think may be relevant.** | | |
|  | | |