

Table

Summary of Key Findings, Instructional Implications, and Online Tools/Techniques for Implementation

| Finding | Implication | Online Tools & Techniques |
|---|--|---|
| 1. The quality and quantity of students' self-regulatory beliefs and behaviors vary greatly; those with more adaptive profiles experience greater success | 1a. Assess components of students' self-regulated learning and supply individualized feedback | Utilize online surveys to assess self-regulated learning skills (e.g., online versions of the Motivated Strategies for Learning Questionnaire [MSLQ] or the Learning and Strategies Study Inventory [LASSI]) Interpret survey results, provide individualized feedback, and supply links to additional Web resources for tips on improving deficient self-regulated learning skills |
| | 1b. Provide students with differential support | Send reflective prompts via email and/or course management systems to encourage self-monitoring Create detailed syllabi, assignment instructions, and grading rubrics to assist with goal setting and self-evaluation Use intermediate assignment deadlines to facilitate progression toward task completion |
| 2. Students' motivational beliefs, such as self-efficacy and task value, matter | 2a. Develop and support students' self-efficacy | Help students identify and set challenging, proximal goals Send frequent emails and/or utilize course management systems to provide students with timely, honest, and explicit performance feedback Utilize up-to-date online grade books to encourage self-monitoring and self-evaluation |
| | 2b. Clarify task relevance and design online activities that are grounded in authentic problems to generate interest | Tell students how specific learning tasks will contribute to the realization of their personal goals, interests, and values Employ problem-based learning cycles rooted in authentic issues to enhance motivation and facilitate transfer; however, carefully consider the complexity of problems and their potential to overwhelm students' working memory capacity |
| 3. Students seldom use critical thinking skills during online discussions | 3. Scaffold online discussions | Model appropriate discussion posts that are focused on the specific issues/concepts under consideration Encourage, acknowledge, and reinforce student contributions Identify areas of agreement/disagreement and seek consensus and understanding Add information from diverse sources and critically evaluate student posts Provide explicit discussion prompts and clear grading criteria |
| 4. Students who seek help from others and collaborate experience greater success | 4. Utilize peer models and encourage collaboration and co-regulation | Model appropriate discussion posts and explicitly acknowledge and reinforce other students' well-written posts Provide samples of exemplary assignments Utilize group projects that encourage students to work together toward a mutual goal |

Artino, A. R. (2008). Promoting academic motivation and self-regulation: Practical guidelines for online instructors. *TechTrends*, 52(3), 37-45.