Chapter 6

Supporting Learning Self-Regulation through a PLE: Dealing with the Time Management Dimension

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ABSTRACT

In the knowledge society, autonomous and Self-Directed Learning (SDL) have become particularly important for professional development and lifelong learning. This kind of learning can take place in physical and virtual spaces that may belong to formal institutions but also to extended communities and networks. In virtual spaces, self-directed learning and self-regulation skills and capacities play an important role in learners’ performance. For this reason, it is highly recommended to empower students to design and deploy educational spaces and projects able to fuse formal and informal contexts. The use of Personal Learning Environments (PLEs) can support learners to gain control over their experiences through Web-based tools and a task-orientated environment. It is known that time management is one relevant component of self-regulated learning. There are many Web-based tools that can be used to control time investment and promote planning but little research that takes

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THE NEED TO SUPPORT TIME MANAGEMENT IN
AUTONOMOUS LEARNING ACROSS MULTIPLE CONTEXTS

The conception of today’s learner used in this chapter is based on a professional
adult, responsible for his or her own development. This responsibility leads to the
need for learning throughout life, something that brings into play his/her ability to
organize, plan, self-regulate, and engage jointly with others in this learning pro-
cess. From a socio-cultural perspective, any subject learns continuously through
his participation in different contexts, whether more or less formalized, depending
on the competences that he/she is able to deploy. We should therefore remember
that the competences for learning throughout life are defined as a combination of
knowledge, skills and attitudes to develop appropriately in a specific context. The
DeSeCo Project (Rychen & Salganik, 2005) classifies key competences in three
broad categories: to use a wide range of tools (both physical and socio-cultural) for
interacting effectively with the environment; to engage with others and to interact
in heterogeneous groups; and to take responsibility for managing one’s life and act
autonomously.

Different authors have addressed autonomous and self-directed learning as the
pillar for professional development and lifelong learning (Knowles, 1975). It in-
volves being able to use one’s own competences and resources to formulate goals
strategically, to organize and structure information and to build knowledge that
is meaningful to one’s aims. It also involves controlling, regulating and assessing
consciously and intentionally one’s learning process. This requires using different
self-regulation strategies (Boekaerts & Pintrich, 2000), including metacognition as
the awareness of one’s mental processes, and the ability to reflect on these processes.

Recently, self-directed learning (SDL) has been recognized as one of the key
skills for the 21st century by UNESCO and OECD reports, closely related to the
can be defined as “any increase in knowledge, skills, achievement or personal
development that an individual selects and performs by their own efforts, using
any method in any circumstance and time.” Other authors offer more precise defi-
nitions. According to Knowles (1975) SDL involves diagnosing and formulating
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