

CALL FOR PARTICIPATION IN WORKSHOP:

Designing for Distributed Regulatory Processes in CSCL

Organizers

Workshop Chairs: Elizabeth S. Charles, Dawson College, Montreal, Canada, echarles@dawsoncollege.qc.ca

Mariel Miller, University of Victoria, Victoria, Canada, fgage@uvic.ca

Discussion Leaders: Roger Azevedo, McGill University, Montreal, Canada, roger.azevedo@mcgill.ca

Allyson Hadwin, University of Victoria, Victoria, Canada, hadwin@uvic.ca

Susanne Lajoie, McGill University, Montreal, Canada, susanne.lajoie@mcgill.ca

WORKSHOP CONTENT

Regulatory processes are powerful mediators of learning. Historically, models portrayed self-regulated learning (SRL) as an individual, cognitive-constructive activity (e.g., Winne, 1997; Zimmerman, 1989) focusing on individual regulatory processes and outcomes in solo tasks. The ubiquity of CSCL, both online and face-to-face, however, means extending focus to explore how individuals and groups regulate their engagement in joint tasks in a situated context leading towards commonly shared goals. Recent work by several scholars in the field of SRL have begun to tackle this topic: e.g., socially shared regulation (Hadwin, Jarvela & Miller, 2011); team-regulation (Lajoie & Lu, 2012); externally-regulated (Johnson, Azevedo, & D'Mello, 2011); or collective regulation. Reframing regulatory processes as social, thereby moving away from a singular focus on the self to the self with others, and possibility between selves and non-human entities (e.g., artificial agents), foregrounds many substantive questions. In particular, it raises conceptual and methodological issues – how do we study the individual and the collective? – as well as philosophical issues – what models of learning best represent the shift to social regulatory processes?

This workshop will bring together SRL and interactional approaches to begin a serious discussion of challenges involved in studying these phenomena and analyzing regulation across the individual to social levels. Whether one views regulation from a socio-cognitive perspective as influenced by environmental context, from a socio-cultural perspective as appropriated through participation, or as situated in social activity systems, to understand regulation, one needs to know something about social context and/or interplay (Schunk & Zimmerman, 1997; Volet, Summers, & Thurman, 2009).

Specific themes to be discussed are as follows: (1) conceptual and methodological issues involved with moving across individual to social levels; (2) implications for theories of learning regulation and group learning; and (3) designing tools to support shared and co-regulated learning.

The workshop will consist of the following:

- Plenary: featuring prior research and data examples of regulation from different contexts relevant to CSCL provided by the workshop organizers and solicited from workshop participants. These studies and their data will form the foundation of the workshop and the discussions around the themes of methodological and theoretical challenges.
- Breakout sessions: discussion of presented data excerpts will center around three guiding questions: (a) how are regulatory processes distinct from group processes, (b) how are regulatory processes distinct from knowledge construction, and (b) how analytical techniques may differ in investigating co-regulation, self-regulation, social shared regulation, and team regulation.
- Summary: The outcome of these summary discussions will be to form ongoing collaborations leading to a special issue publication.

Website link: <http://place.dawsoncollege.qc.ca/~echarles/>

PARTICIPATION PROCEDURE

Application for participation in the workshop: Workshop participants are asked to submit a half-page (approximately 500 words) introduction explaining their background and interest in: (1) the study of SRL or other regulatory processes; and/or (2) the analysis of interactional processes, particularly as they relate to moving across levels of analysis (individual to group).

Submission of data for the workshop: In addition, we are putting out a call for participants to share selected excerpts or fragments of data for the purposes of demonstrating shared or distributed regulatory processes. Three (3) samples will be selected for the workshop. These submissions may come from projects including senior or junior researchers, and/or doctoral students/candidates. A one page description of the data source should including (a) goals and background of the research project, (b) why measuring regulation is important in the context of this research, (c) participants and data collection methods, and (d) specific issues or challenges faced that are relevant to the goals of the workshop.

Interested participants should contact Elizabeth (Liz) Charles and send their work for review to her at the email following: echarles@dawsoncollege.qc.ca

IMPORTANT DATES

Workshop announcement and call for position papers: 15 February

Application for workshop participants deadline: 15 April

Acceptances notification: 29 April

Data excerpt submission deadline: 6 May

Workshop schedule and distribution of selected data excerpts (in preparation for workshop): 31 May

Workshop registration deadline: 3 June

Workshop Date: 16 June