EXPLORATION OF SELF-REGULATION THROUGH ONLINE LEARNING

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Abstract

The purpose of this explorative research study was to better understand self-regulation in personal online learning modes. The study was situated within the context of the field of learning design and technologies, and more specifically in online learning at COVID-19 pandemic. The conceptual framework comprised of theories of online learning, meta-cognition, and self-regulation. The aim of this interpretive inquiry was to explore the question of how might self-regulation takes help in personal online learning? Fifteen master level students participated in three phases of data collecting that included written lived experience descriptions, think-aloud observations, and in-depth interviews. A post-intentional methodology that included a whole-parts-whole process, a postreflexive journal, and a post-intentional data analysis technique of chasing lines of flight was used to analyze and interpret the data, as well as interrogate the tentative manifestations. The findings included self-regulation and online learning complement to each other and surpass excellence in knowledge construction.

***Keywords*:** Self-regulation, Meta-cognition and Online Learning.

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