



The effects of online learning tasks on the trajectory of learner autonomy



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Overview



1. Context of the study
2. Methods
3. Results
4. Conclusions and implications



1.Context of the study



Participant: Yang

- 34 years old, international student
- Had been in New Zealand for 4 weeks
- Had learned English since primary school
- Had a Bachelor of Business in China



1. Context of the study



Course structure:

- New Zealand Certificate of English at L4
- 16 contact hours/week
- 16 hours of self-directed study/week
- 18 weeks



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1. Context of the study



Requirements for courses completion

- 2 courses
- Sat 8 summative assessments
- Completed a research project
- Completed a collection of ePortfolio tasks
 - 2 self-reflection tasks
 - 16 language skills-based tasks



2. Methods



Research question:

To what extent, if any, does the learning tasks affect the trajectory of learner autonomy in online environments?



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2. Methods



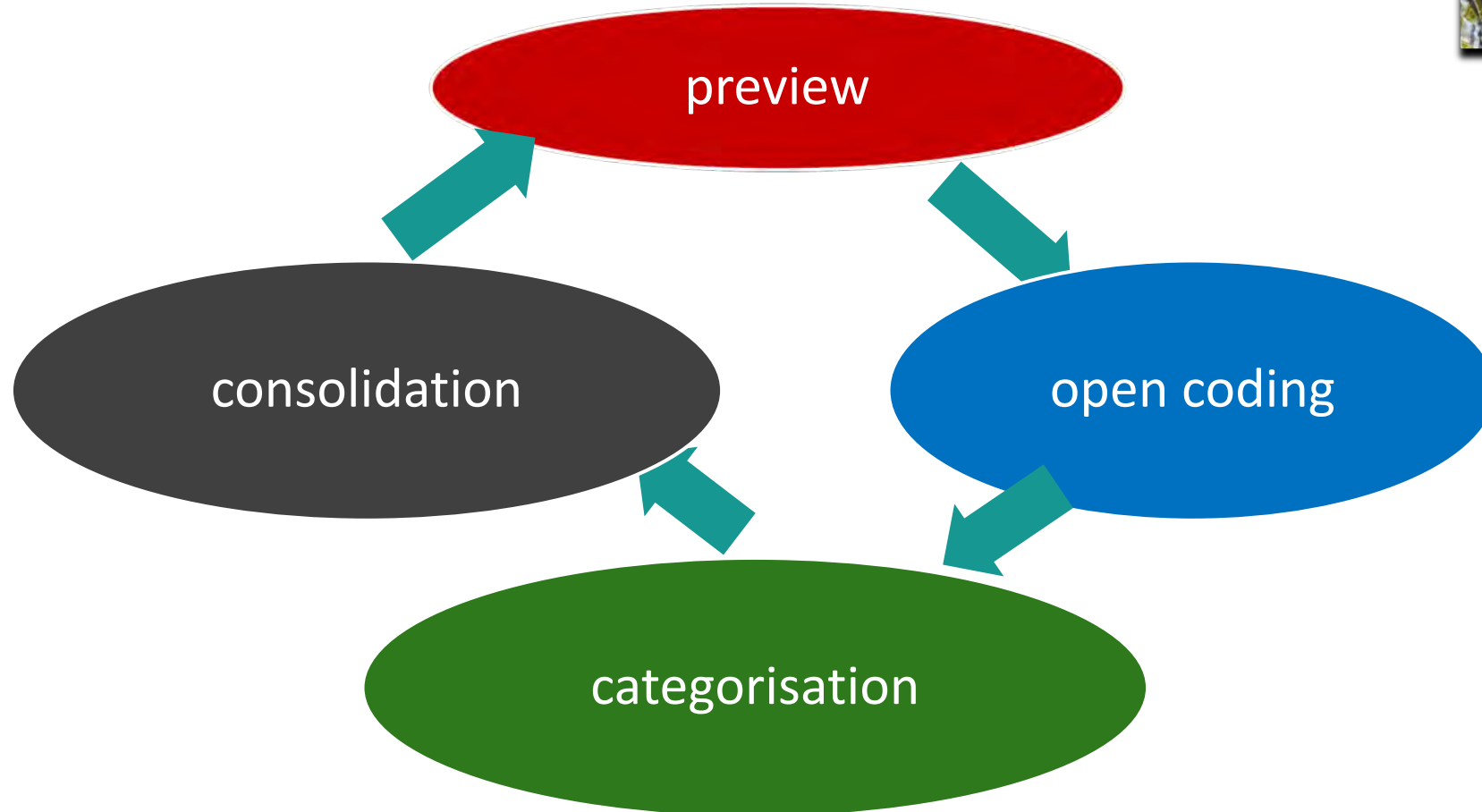
Data collection

- Two in-depth interviews on different timescales
- Semi-structured, open-ended interview guidelines
- Course documents, Apps, Websites and online learning tasks

2. Methods



Data analysis





3. Results



3.1. Becoming a critical user of multiple online resources

	Time 1	Time 2
Online learning activities	<ul style="list-style-type: none">• Used a Chinese search engine• Followed the advice of ONE local language teacher• Used ONE website to practise listening and vocabulary	<ul style="list-style-type: none">• Used a number of different search engines• Used a wide range of online resources to practise 4 language skills plus academic skills• Explored a range of educational technological tools



3. Results



3.2. Becoming a collaborative online learner

"I am not good at social events. Learning outside home makes me feel nervous" (Time 1).

"I like working with other students. It's a good thing in that you can help other people. Secondly, it's good for me to practice speaking English. Especially, I enjoy reading opinions on the discussion board. Sometimes their views are different from mine but I could learn from them" (Time 2).



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3. Results



3.3. Becoming a more capable manager

	Time 1	Time 2
Online learning activities	<ul style="list-style-type: none">• Responsive to homework• Ad hoc, without plans	<ul style="list-style-type: none">• Planned and organised independent learning• Self-reflected and self-initiate learning



"This course helped me a lot. On this course, we have a lot to do. If I don't plan well, I will not complete work on time. Also, our teachers teach us how to manage our study. They asked us to write reflections and think about our learning" (Time 2)



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4. Conclusions and implications

- Autonomous learning is by no means guideless and teacher-less learning
- Other environmental factors such as task design are instrumental in the formation of different dimensions of learner autonomy

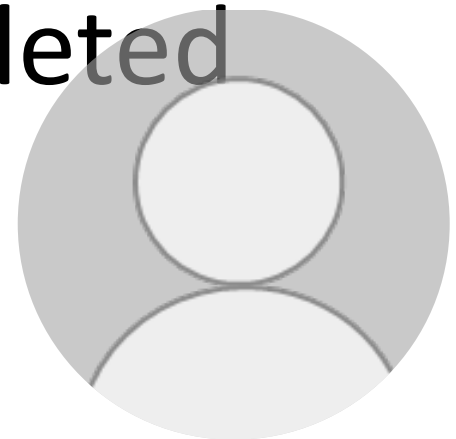


4. Conclusions and implications



Factors to be considered in task design:

- Task topic
- Process of task completion
- Presentation and measurement of completed work



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