

Self-Regulated Learning and Predicting Dropout in a Professional Online Learning Environment: A Retrospective Pilot Study

Hala El Demellawy (ROA)

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This pilot study investigates the relationship between self-regulated learning (SRL) strategies and dropout in an online learning environment for professionals. Through analysing learning analytics and survey data, this pilot study aims to explain the link between self-regulated learning strategy use (derived from both types of measurement: trace data and self-report surveys) and dropout. The preliminary results show that self regulated learning strategies derived from trace data are significantly better predictors of dropout in comparison to self reported SRL strategies. This is inline with previous studies. The limitations and implications of such findings are discussed. This preliminary work builds on the limited body of research that makes use of events based learning analytics data in order to explore low completion rates in professional online courses. It also utilizes a two way approach of exploring events based data; a top down approach using Logistic Regression and Decision Trees classifiers and a bottom up approach using hierarchal clustering analysis, to identify SRL predictors of dropout and distinct SRL profiles of learners.